

# CONFERENCE HANDBOOK

AN UPDATED ONLINE VERSION

*Conference sponsored by the  
U.S. Government  
with the cooperation and support of the  
Government of Turkmenistan*

ASHGABAT, TURKMENISTAN  
JUNE 30-JULY 2, 2006





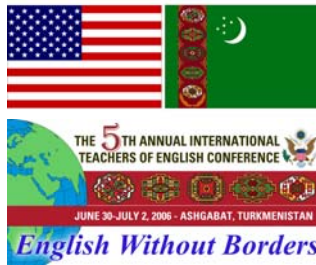


## The Fifth Annual International Teachers of English Conference “English Without Borders”

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## **The Fifth Annual International Teachers of English Conference “English Without Borders”**

### **Condensed Schedule with Cultural Programs**

#### **Friday, June 30, 2006 – First Day of the Conference**

- 6:00-8:00**      **Breakfast**
- 9:15 – 9:30**      **Conference Opening Ceremony**
- National Anthem of Turkmenistan**
- Minister of Education of Turkmenistan Ms. Shemshat Annagylyjova delivers opening remarks**
- U.S. Ambassador Tracey Ann Jacobson delivers opening remarks**
- Mr. Nursahet Bayramov, Head of the International Relations Department of the Ministry of Education delivers opening remarks**
- 9:30-10:45**      **Panel session: “State of English Teaching in South and Central Asia”  
(presentations by the country representatives)**
- 10:45-11:30**      **Coffee Break**
- 11:30-12:15**      **Work in separate sections**
- 12:30-13:15**      **Work in separate sections**
- 13:15-14:15**      **Lunch**
- 14:15-15:00**      **Work in separate sections**
- 15:15-16:00**      **Work in separate sections**
- 16:00-16:30**      **Coffee Break**

*(Continued)*



- 16:30-17:30** Plenary session: “Whither English?” by English Language Specialist from the USA Kevin McCaughey
- 19:00-21:00** Official dinner. Opening Reception and Turkmen Cultural Program.

**Saturday, July 1, 2006 – Second Day of the Conference**

- 6:00-9:00** Breakfast
- 9:00-10:00** Panel session: Teacher's Associations (by association representatives)
- 10:00-10:45** Plenary session: “Professional Development Across Borders” by Regional English Language Officer David Fay
- 10:45-11:30** Coffee Break
- 11:30-12:15** Work in separate sections
- 12:30-13:15** Work in separate sections
- 13:15-14:30** Lunch
- 14:30-15:15** Work in separate sections
- 15:30-16:15** Work in separate sections
- 16:30-17:15** Work in separate sections
- 19:00-21:30** Official dinner. American Cultural Program.

**Sunday, July 2, 2006 – Third Day of the Conference**

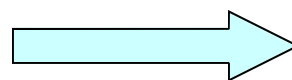
- 6:00-8:00** Breakfast
- 11:30-12:30** Plenary session: “Developing Professionally... Together” - Diane Millar
- 12:30-13:30** Closing Remarks and Open Mike
- 13:30-14:30** Lunch





**The Fifth Annual International Teachers of English Conference**  
**“English Without Borders”**

**Full Conference Program**





# DAY ONE: Friday, June 30, 2006

7:00 - 9:00	16th Floor - Breakfast											
8:00 - 9:00	Flower Presentation											
9:15 - 9:30	Banquet Hall - Welcome to CATEC 2006 and to Turkmenistan: Opening remarks by Ambassador Jacobson and a representative of the Turkmen Government (Minister of Education)											
9:30 - 10:45	Banquet Hall - Panel 1: State of English Teaching in South and Central Asia (country representatives)											
10:45 - 11:30	Coffee Break											
	Conference Room 1 (1st floor)	Conference Room 2 (1st floor)	Conference Room 3 (1st floor)	Conference Room 4 (1st floor)	Conference Room 5 (1st floor)	Conference Room 6 (1st floor)	Conference Room 7 (2nd floor)	Conference Room 8 (16th floor)	Conference Room 9 (16th floor)	Conference Room 10 (16th floor)	Conference Room 11 (16th floor)	Poster Session Preparation Foyer (outside Banquet Hall)
Session One: 11:30 - 12:15	Unused		Workshop 1: Presenting Complex Grammar: The Subjunctive Mood - Anne Marie Burke, Georgia	Workshop 2: Helping Students to Remember Vocabulary - Diane Millar, Georgia	Workshop 3: Effective Tools to Make the Classroom a Fun Learning Center - Raisa Amirdjanyans, Turkmenistan	Workshop 4: Critical Thinking: Promoting It in the Classroom - Albina Butrashnikova - Turkmenistan	Workshop 5: ESP for Law - Atanazar Akatov, Turkmenistan	Workshop 6: Evaluating an American Poetry Project - Rima Ambartsumyan, Uzbekistan	Workshop 7: Digital storytelling in English language learning: Photo Story 3 for Windows - Damira D. Jantassova, Kazakhstan	Workshop 8: Aesop's fables in the English classroom - Kunsulu Akiyozhilova and Irina Loshkova, Kazakhstan	Workshop 9: Communicative fluency activities - Marina Novozhilova and Irina Loshkova, Kazakhstan	Poster Session One (#1-9): N. Afanasyeva, E. Amanova, F. Mirzina, D. Khodirova and M. Shamsutdinova, C. Marsh and A. Wilken, H. Tachmedova, D. Imankulova, C. Marsh, G. Imangaliyeva,
			Workshop 10: Get the Best out of Group Learning - Sulushash Kerimkulova, Kazakhstan	Workshop 11: Modeling an English lesson around videoing a native speaker's interview - Marina Kudritskaya, Kazakhstan	Workshop 12: Modeling an English lesson around videoing a native speaker's interview - Marina Kudritskaya, Kazakhstan	Workshop 13: Using short stories as a warm-up - Zulfiya Rahimova and Botir Jafarov, Uzbekistan	Workshop 14: A Treasury of Management Strategies: Bloom's Taxonomy - Gulzadada Duishebaeva, Kyrgyzstan	Paper Session 1: ESL Students Communication Skills Development at Different Levels - Sona Ishankuleva, Turkmenistan and Challenges and Techniques for Teaching Large Classes - Beloees Habibi, Afghanistan	Paper Session 2: Motivating Students Through Collaborative Writing - Djaliev Azamat Batyrovi, Kyrgyzstan and Joint Projects in Teaching English - Irina Baranova, Turkmenistan	Paper Session 3: The Effectiveness of Teaching English Language Through Culture - Aziza Nurueva, Kyrgyzstan and Breaking Down Stereotypes Is One Way to Build Civil Society - Sarvarhon Halmurzaeva, Kyrgyzstan	Paper Session 4: Culture and History through Songs - Aliya Ganzina, Kyrgyzstan and Teaching Culture in the Foreign Language Classroom - Ok-sana Cheh, Turkmenistan	
Session Two: 12:30 - 1:15	Unused	Roundtable: Teacher Associations Meeting										



**Day 1 (Cont.)**

Banquet Hall - Lunch												Poster Session Preparation
1:15 - 2:15	Conference Room 1 (1st floor)	Conference Room 2 (1st floor)	Conference Room 3 (1st floor)	Conference Room 4 (1st floor)	Conference Room 5 (1st floor)	Conference Room 6 (1st floor)	Conference Room 7 (2nd floor)	Conference Room 8 (16th floor)	Conference Room 9 (16th floor)	Conference Room 10 (16th floor)	Conference Room 11 (16th floor)	Foyer (outside Banquet)
Session Three: 2:15 - 3:00	Unused	Panel 2: English Language Fellows	Workshop 15: Social Studies/Civic Education: Learning to Be Good Citizens - Svetlana Poluektova, Kyrgyzstan	Workshop 16: Teaching the American History (Sufrage-Women's rights in the USA) - Galina Nam, Uzbekistan	Workshop 17: Technology and internet tools for ESL Teachers - Abdul Majid, Pakistan	Workshop 18: Poetry Trail: Natural Environment through Poetry Writing - Maria Dolmatova, Tajikistan	Workshop 19: Teaching English through Song - Zulaikho Mazarova, Tajikistan	Paper Session 5: Gaming and Simulations in the EFL Classroom - Galina Nam, Tajikistan and The Use of Games in Learning Grammar - Maya Mammedova, Turkmenistan	Paper Session 6: Creative Use of Global Media English Language Teaching - Hussain, Pakistan and Computer-Assisted Language Learning (CALL): Problems & Solutions - Tatiana Podbelskaya, Kyrgyzstan	Paper Session 7: Teaching English Grammar Through Translation - Serdar Shimenistan and Techniques Used to Teach Grammar in Bengali and English Medium Schools - Tania Afroz Khan, Bangladesh	Paper Session 8: Higher Education in Afghanistan and the role of English Language in its Enhancement - Freshia Hakim, Afghanistan and Implementation of Interdisciplinary Education in Higher Institutes - Jeenbekova Gulmira Tokmatova, Kyrgyzstan	Poster Session Two (#10-19): M. Adayeva, R. Sultonova, V. Bychkov, O. Irgasheva, L. Fredricks, O. Tyshchenko, Ph. Conolly, Kh. Rahimova and Kvirkova, A. Jolchieva
		Workshop 20: Using Literary Texts with the Students at Intermediate Levels - Zarrina Devonabekova, Tajikistan	Workshop 21: Once Upon a Classroom: Using Fairy Tales with Students - Maria Guglielmino-Turkey	Workshop 22: Motivating Students Through Collaborative Writing - Djaliev Azamat Batyrovi, Kyrgyzstan	Workshop 23: Fatful serenades + Grammar - Elvina Yagyaeva and Nargiza Abbasova, Uzbekistan	Workshop 24: Internet and ELT: Using E-tools in ELT - Ibrahim Rustamov, Tajikistan	Workshop 25: Teaching Inferential Thinking - Alevtina Mirakhmedova, Uzbekistan	Workshop 26: Using Critical Thinking Activities to Teach Culture in the EFL Classroom - Gulchehra Makhkambaeva and Gulnara Ergasheva, Uzbekistan	Paper Session 9: Teaching Foreign Language Pragmatics - Lobbar Narzieva, Uzbekistan and Innovations in EFL Classroom - Understanding, Implementing, Accepting - Olga Samofalova, Kazakhstan	Paper Session 10: Enhancing Students' Motivation to Reading through Joint Reading Project - Gulchehra Makhkambaeva, Uzbekistan and Developing Integrated Skills through Reading Newspapers - Oluchamo Kumardonov, Tajikistan	Paper Session 11: Alternative assessment experience of ESL Methodology Course - Gulmira Yemkulova, Kazakhstan and Student-centered individualization in teaching practice activities - Rakhima Imanaliyeva, Kazakhstan	
Session Four: 3:15 - 4:00												



Day 1 (Cont.)	
4:00-4:30	Coffee Break
4:30 - 5:30	Banquet Hall - Plenary 1: Whither English? - Kevin McCaughey
7:00 - 9:00	Banquet Hall - Reception (dinner) and Turkmen Cultural Program (to be organized by the Ministry of Education)
DAY TWO: Saturday, July 1, 2006	
7:00 - 9:00	16th Floor - Breakfast
9:00 - 10:00	Banquet Hall - Panel 3: Teacher's Associations (association representatives)
10:00 - 10:45	Banquet Hall - Plenary 2: Professional Development across Borders - David Fay
8	



Day 2 (Cont.)												
10:45 - 11:30	Coffee Break											Poster Session Preparation
	Conference Room 1 (1st floor)	Conference Room 2 (1st floor)	Conference Room 3 (1st floor)	Conference Room 4 (1st floor)	Conference Room 5 (1st floor)	Conference Room 6 (1st floor)	Conference Room 7 (2nd floor)	Conference Room 8 (16th floor)	Conference Room 9 (16th floor)	Conference Room 10 (16th floor)	Conference Room 11 (16th floor)	Foyer (outside Banquet)
Session One: 11:30 - 12:15	Panel 4: NS & NNS Partnering	Workshop 27: The Essential Question: What Do We Want? - Tatyana Saliyeva, Uzbekistan	Workshop 28: Critical Thinking in the Classroom - Diane Millar, Georgia	Workshop 29: Case studies communication projects in conventional ESL class - Artem N. Yermilov, Kazakhstan	Workshop 30: Songs as Magic Motivators for the University Student - Balayants Ivetta Genetayeva, Uzbekistan	Workshop 31: Error Correction - Musalam Hamidova, Mavjouda Hojjeva, and Gulzira Karimov, Tajikistan	Workshop 32: Teaching Students with Different Learning Styles - Anne Marie Burke, Georgia	Paper Session 13: Using active forms of teaching to create interest in children - Jahon Kariyeva - Turkmenistan and How to Use Video to Teach Kindergartners in the Classroom - Zamira Zakirova, Turkmenistan	Paper Session 14: A Gentle Approach for Complete Beginners - Natalya Penner, Kazakhstan and Creating Stories with Children & Students - Viloyat Yukubova, Tajikistan	Paper Session 15: Teaching Civics through ELT - Tarana Aliyeva, Azerbaijan and Applying Arts to Teaching English - Yelena Kotonova, Turkmenistan	Paper Session 16: Second Language Acquisition: All Approaches to Language Teaching - Gozel Anamerodova, Turkmenistan and Using Supplementary Materials in English Lessons - Valentina Kardashova, Turkmenistan	Poster Session Three (#19-29): A. Burashnikova, O. Suvaniyarova, L. Fredricks, C. Marsh, D. Tashpulatova, M. Gugleimino-Iskenderoglu, N. Slataeva, B. Ingraham, J. Sariaeva, E. Davidovich.
	Unused	Workshop 33: World English Listening Skills - Kevin McCaughey, USA	Workshop 34: Teaching Writing to Young Learners - Diane Millar, Georgia	Workshop 35: Teaching with Minimal Resources - Aynabat Karayeva, Turkmenistan	Workshop 36: Using Toulmin's Analysis to Structure Evaluation Arguments for a Speaking Activity - Anthony Samuel, Kazakhstan	Workshop 37: Meeting Students' Academic Needs Through Self-Study - Saule Abdygaparova, Kazakhstan	Workshop 38: Grammar Charts - Hanum Omarova, Turkmenistan	Paper Session 17: Error Correction - Freshta Hakim, Afghanistan and Improving Speaking Skills in Students Studying at Various Stages of English Learning - S.M. Ishanguliyeva, Turkmenistan	Paper Session 18: Ways of Enriching Knowledge of the English Language - Rozygul Burhanova, Turkmenistan and Teaching and Testing Vocabulary - Gulnabat Purniradova, Turkmenistan	Paper Session 19: Teaching how to fish: The relation between learning to learn and critical thinking skills - Hassan Bedir, Turkey and Fostering the Practice of communicative competence in ESL classrooms - Shaheena Choudhury,	Paper Session 20: English Challenges for non-Native Speakers - Mohammad-Arif Noozai, Afghanistan and Discourse and Cultural Items in ELT - Rejep Nazarov, Turkmenistan	
Session Two: 12:30 - 1:15	Unused											
1:15 - 2:30	Banquet Hall - Lunch											Poster Session Preparation



## Day 2 (Cont.)

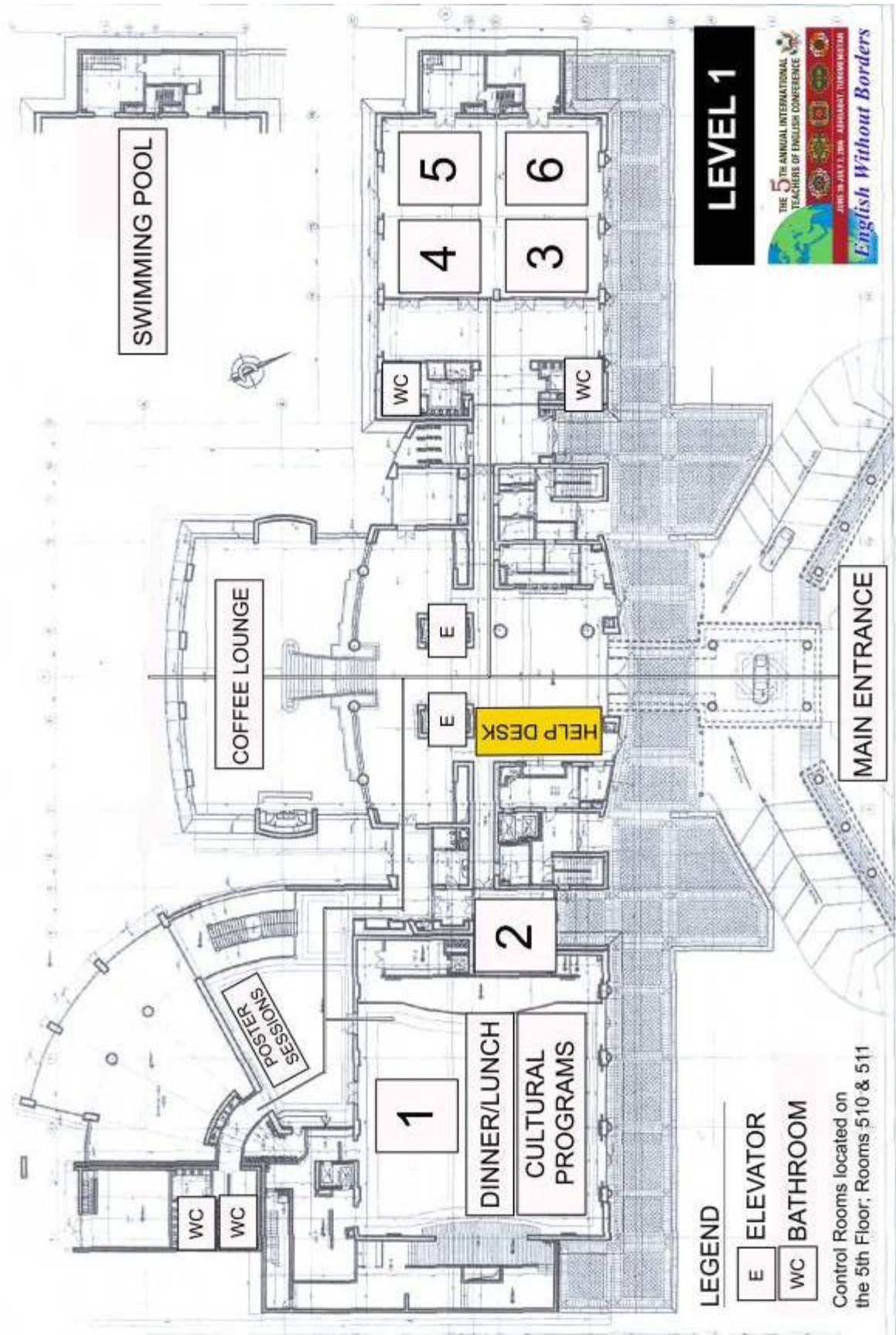
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Session Three: 2:30 - 3:15	Unused	Panel 5: Village Teachers Project	Workshop 39: The role of micro-teaching in teaching a foreign language - Rosa Bobesh, Kazakhstan	Workshop 40: Interactive Teaching Methods - Zumrat Jumayeva, Turkmenistan	Workshop 41: Fun with Grammar - Gulzhainar Umralina, Kazakhstan	Workshop 42: The New Approach of Observing English Classes - Jypara Ershbaeva, Kyrgyzstan	Workshop 43: Interactive Methods in Teaching Business English for Advanced Students - Galima Eshmukhadamekhova, Kyrgyzstan	Workshop 44: Self-Access Language Learning and Learner Autonomy - Shodigul Aslamshoeva, Tajikistan	Workshop 45: Conflicts and the Ways of Solving - Ravshanbek Abakulov, Kyrgyzstan	Workshop 46: Teaching English to Young Learners: Experience Gained from ELC UMBC Online Learning - Fayziddin Niyozov, Tajikistan	Workshop 47: Developing Students' Speaking Skills and Individual Accountability through Working Cooperatively - Kimiyo Alibekova, Tajikistan	Poster Session Four (#30-37): L. Fredricks, S. Gaipova, V. Kreyshева, R. Madzhidova, D. Mukhopadhyay, R. Tajibaev, O. Abduvalieva.
	Workshop 48: Different Learning Styles - Nataliya Tsukanova, Kyrgyzstan	Workshop 49: How to Use Newspapers - Nadejda Kamyshanova, Turkmenistan	Workshop 50: Using Local Material in Teaching English - Maatkerimova Zina Orolbekovna, Kyrgyzstan	Workshop 51: Giving Clear Instructions to Tasks in a Communicative Way - Yayra Abduraimova, Uzbekistan	Workshop 52: Out of Class Activities - Matluba Mirzokhonova, Tajikistan	Workshop 53: GCE Turkmenistan - Leyli Perimanova, Zohrab Abdullayev, and Alexey Grekhov - Turkmenistan	Workshop 54: Problem Solving is Decision Making - Alina Mukidjanyan, Tajikistan	Paper Session 21: ESL Students' Communication Skills Development at Different Levels - Sona Ishankulieva, Turkmenistan and Planning in Teaching Foreign Languages - Ali Gurbanow, Turkmenistan	Paper Session 22: Using Games in English Classes - G.S. Sanjiev, Turkmenistan and Multimedia in ELT - Mustafa Choban, Turkmenistan	Paper Session 23: Tri-Lingual Picture Dictionary - Jennifer Wos, USA, and Nurjomal Piriyeva, Turkmenistan and Body Language and the Classroom - Rachel Sosin, USA	Paper Session 24: Teaching ESP: Reporting on Diplomacy - Barno Kosimova, Tajikistan	
Session Four: 3:30 - 4:15												



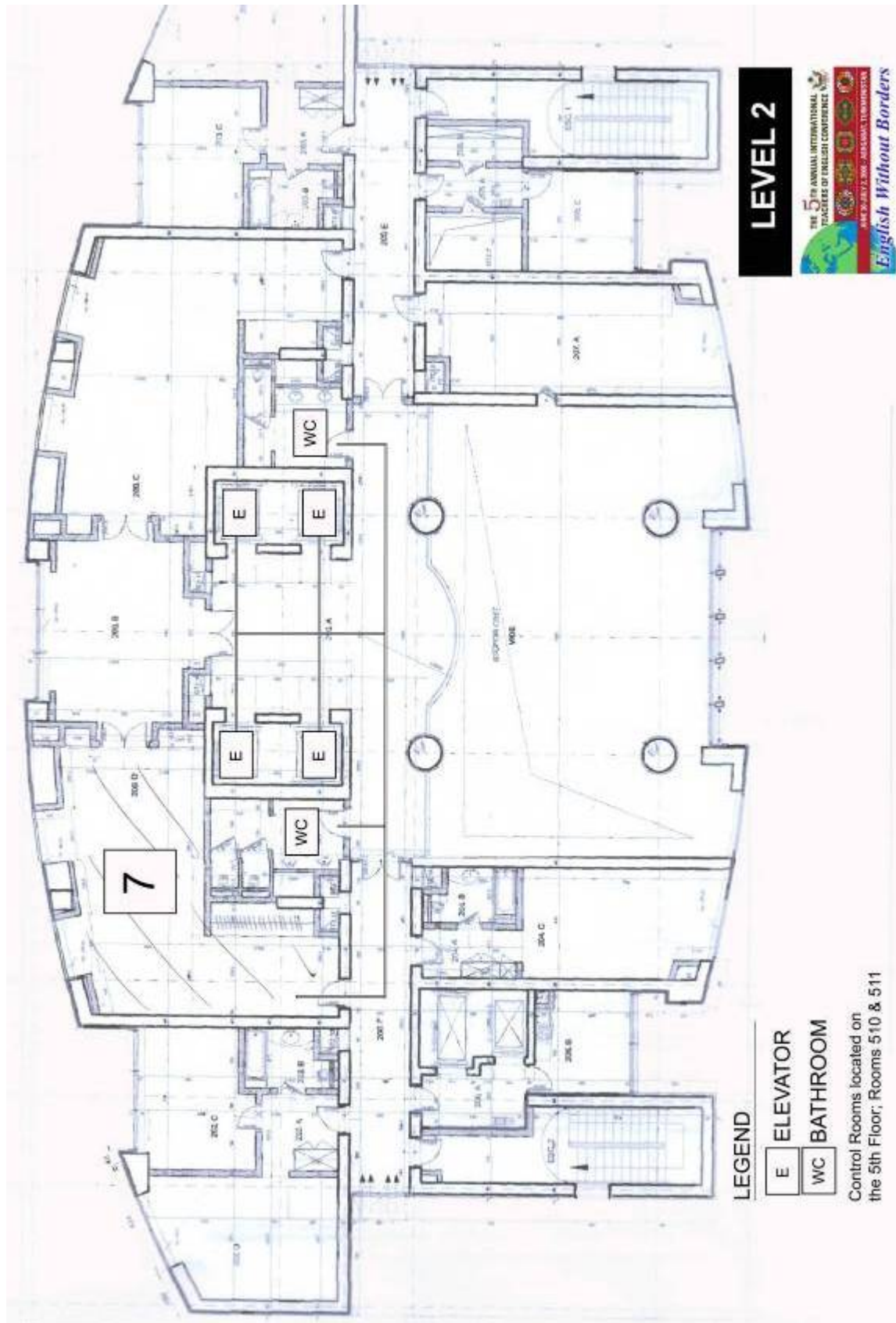
**Day 2 (Cont.)**

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Ses- sion Five: 4:30 - 5:15	<b>Workshop 55:</b> The Evolution of the Phrasal Verb with Practical Methods for Learning Them - Kevin McCaughey, USA	<b>Workshop 56:</b> Web-quests help to develop different skills in EFL classes - Svetlana Kolotushkina, Uzbekistan	<b>Workshop 57:</b> Literature Circles: Solving Student's Reading Problems - Maria Guglielmino-Iskenderoglu, Turkey	<b>Workshop 58:</b> Using sagas and fables at English lesson - Umida Kholmatoeva, Uzbekistan	Unused	Unused	Unused	Unused	Unused	Unused	Unused	Unused
7:00 - 8:30	Outside/Poolside - Barbecue											
8:30 - 9:30	Outside/Poolside - American Cultural Program											
DAY THREE: Sunday, July 2, 2006												
7:00 - 8:00	16th Floor - Breakfast											
8:00 - 11:00	Turkmen Cultural Program: Visit To Bazaar											
11:30 - 12:30	Banquet Hall - Plenary 3: Developing Professionally... Together - Diane Millar											
12:30 - 1:30	Banquet Hall - Closing Remarks and Open Mike											
1:30 - 2:30	Banquet Hall - Lunch											
3:00 - 6:00	Turkmen Cultural Program: Visit To Museums											

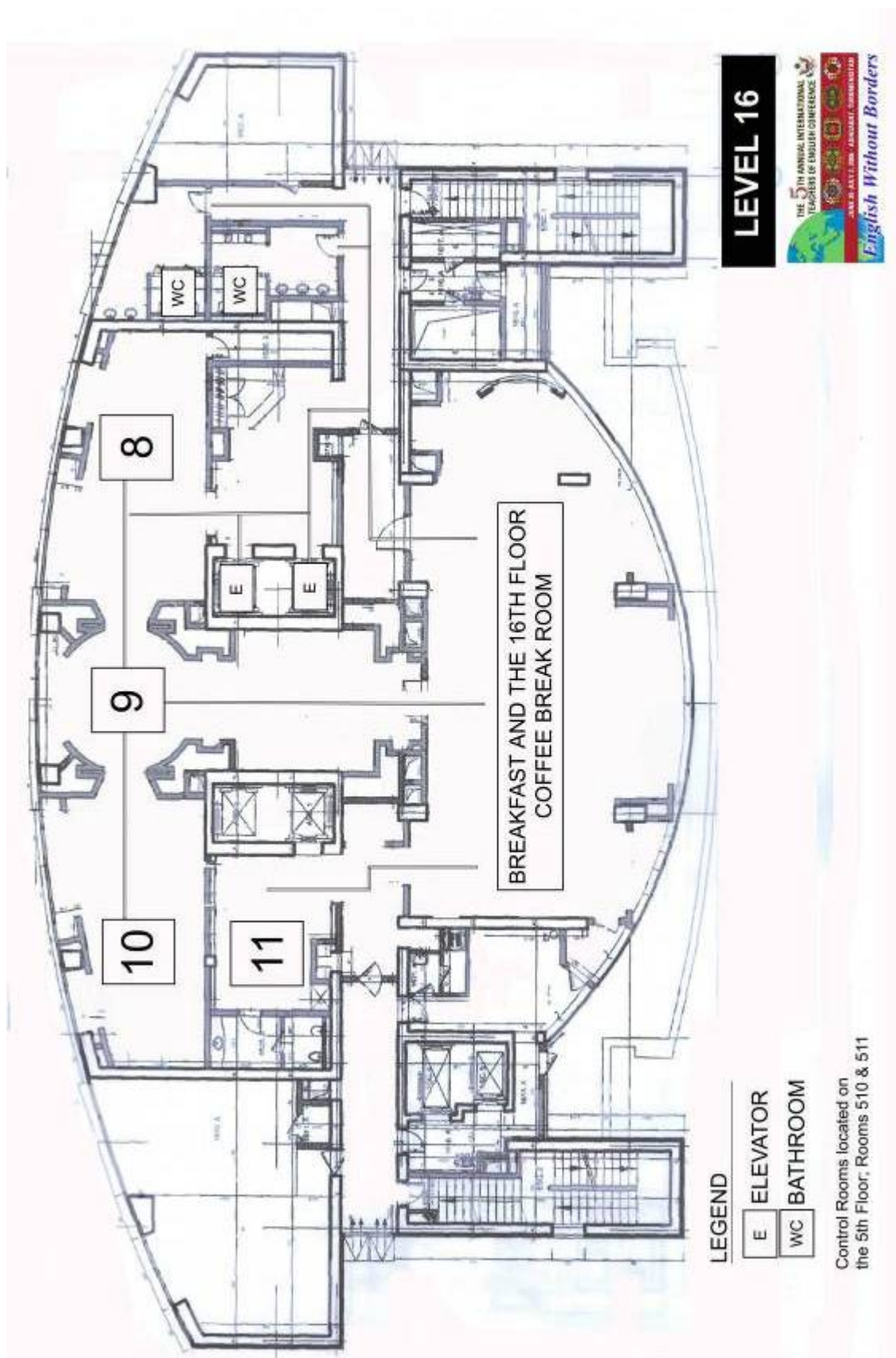














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## Welcoming Remarks by Her Excellency Tracey Ann Jacobson

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It is a great pleasure for me to welcome you to the “English Without Borders” conference. This conference originated as a regional Central Asian conference for English teachers, and has been hosted by all four other Central Asian countries.

However, this year we have taken the opportunity to bring the conference to Ashgabat and to expand its reach to South Asia, the Caucasus, and Turkey. We also have included American English language specialists from all countries in the region as well as from the United States.

This conference brings to Turkmenistan interactive methodology from international experts, and will boost the level of English teaching in this country as well as bring together English teaching specialists throughout the region.

This is an historic conference, as I understand it is the largest international conference held to date in Turkmenistan



Her Excellency Ambassador  
Tracey Ann Jacobson

*“We hope this conference will be the first of many, and that Turkmenistan will build on this effort by cooperating with other nations to expand educational access and opportunities for its citizens.”*

I would like to thank the Government of Turkmenistan for its decision to support the conference, following President Niyazov’s emphasis on the importance of increasing proficiency in English. We appreciate the cooperation of the Ministry of Foreign Affairs and the Ministry of Education over the past six months to plan and organize this conference.

We hope this conference will be the first of many, and that Turkmenistan will build on this effort by cooperating with other nations to expand educational access and opportunities for its citizens.

I hope that you will enjoy productive and interesting workshops, and that you will have the opportunity to exchange best practices with new colleagues throughout the region. I am sure those

visiting Turkmenistan for the first time will find their visit here fascinating, and trust that they will return to their countries with a renewed energy and inspiration to promote the level of English teaching in their countries – as well as with many new friends.







## ABSTRACTS

### PLENARY SESSIONS

#### PLENARY SPEECH

##### **The Role of the Teachers' Association in English Teacher Professional Development**

The ELT community in Central Asia is at such a stage of development that there is need not only for everyday activities but for continuing teacher development. Teachers are attracted by the prospect of learning about the latest developments in methodology and collecting a bagful of recipes for the classroom. However, there is little opportunity for teachers in remote villages to raise their professional level without going for a full-time course at a professional development institution located in the oblast center.

A distance-learning course could be a comprehensible decision in meeting the needs of such a category of teachers. It would provide them with easily accessible material, and the control of correctness of mastering the material. It may be achieved by self-correcting interactive tests and course works performance. The supervisors will have an opportunity to monitor success of performance of experimental teacher group. And it can best be done via a shared attitude that is investigative and participatory. The best way of raising teachers' awareness of their experience is to make a record of it for retrospective reflection.

#### PLENARY SPEECH

##### **Successful Collaboration between Non-native Speakers and Native Speakers of English**

Panel participants will talk about the work that they are doing in Turkmenistan focusing on teacher trainings and student activities. The goal of the presentation is to inform teachers of the existence of Peace Corps in the area and the opportunities they have to work or speak with a native speaker as well as the possibilities of working for an



organization like Peace Corps. Moreover, the goal is to encourage participants to work with Peace Corps Volunteers in the activities they do and serve as a counterpart at their school community.

### **PLENARY SPEECH**

#### **English Language Fellows**

This panel aims to introduce the English Language Fellows (ELFs) serving in the Central Asian and surrounding regions. ELFs serve as English language teachers and teacher-trainers in countries throughout the world. For this panel, the ELFs will talk about the work they have done in the past year, including innovative courses taught, programs implemented, and teacher-training seminars held. ELFs will also talk about ideas for future collaborative projects and teacher-training opportunities.

### **PLENARY SPEECH**

#### **Professional Development Across Borders**

*David Fay – Tashkent, Uzbekistan*

In this plenary we will consider the idea of crossing borders, literally and figuratively, in order to improve ourselves as professionals. What can we learn from teaching practices in other countries? What are some of our main differences? Are they cultural, personal, or professional? What are our similarities? Are there some common goals that we should pursue? Video clips of teaching practices from around the world will be used to explore answers to these important questions. They are all from the Office of English Language Programs new training video, “Shaping the Way We Teach English.”

### **PLENARY SPEECH**

#### **The Village Teaching Project: Spreading Knowledge through Networked Presentations**

Networked presentations are a method of passing newly-learned information through recreating anything from the original presentation, whether it is a series of practical exercises or an entire seminar. It is extremely cost-effective, empowers all participants, and reaches populations that may otherwise be overlooked (in our example, rural teachers).





## **THE UNITED STATES OF AMERICA**

### **World English Listening Skills**

***Kevin McCaughey – United States of America***

In this companion workshop to Whiter English participants will practice "World English" activities. We will hear English voices from around the world, from around America, and examine the "vacuum-cleaner" aspect: how English has always been ready to suck up words from a myriad of languages. Methods and materials for incorporating some world English listening skills will be supplied.

### **The Evolution of the Phrasal Verb, with Practical Methods for Learning Them**

***Kevin McCaughey – United States of America***

The English language has two words for every verbal meaning: a phrasal verb (like "look like"), and a one-word verb ("resemble"). The semantic meanings are negligible, so how does the English speaker know when to use one and not the other? A look into the history of English will reveal the roots of phrasal verbs and make them easier to learn. Participants will partake in many activities themselves. In addition, we'll speculate on how the influence of new Englishes (e.g. Chinese English, Spanish English, etc.) will affect the use of phrasal verbs in the future.

### **Whither English?**

***Kevin McCaughey – United States of America***

The lecture examines the evolution of English and its course towards a global lingua franca, and discusses the implications of this rise -- especially for teachers of English in the former USSR. What is the proper English today -- British, American, Australian? What nations are and will be influencing English today? In light of this changing English, how do teachers apply what is best for their students? What are the implications for administrations and ministries? All of this must make us take a look at English instruction through a new lens.





## **TURKMENISTAN**

### **EFL Students' Communicative Skills Development at Different Levels**

***S.M. Ishankuliyeva, Associate Professor, IREX Grantee, Ashgabat, Turkmenistan***

Now that communicative skills have become indispensable for interactive survival in the global setting, oral communicative competence is looked upon as one of the most necessary language skills for developing language proficiency. In the given presentation I would like to look at the issue of developing the English language students' communicative skills. First, I am going to give some grounds for the communicative approach that is widely used all over the world. Then, I will describe a number of activities to be used in the EFL classroom at different levels and show their effectiveness in achieving the set goals.

There are several principles in developing and selecting the communicative activities: message-oriented communication, learner-centered activities, active learning, cooperation and empathy. The concept "communicative competence" characterizes the ability of classroom language learners to interact with other speakers, to make meaning, as distinct from their ability to recite dialogues or perform on discrete tests of grammatical knowledge.

To facilitate the English language learners' communicative skills, various communicative fluency activities can be recommended. All these activities can be used depending on the proficiency level of students. We would like to recommend to you some of these activities grouping them according to the level.

### **Modality and the Linguistic Devices of its Expression in English and Turkmen**

***Professor F.A. Agayewa - Head of the English Department of D. Azadi Turkmen National  
Institute of World Languages, Doctor of Sciences, Ashgabat, Turkmenistan***

The past two decades have seen a remarkable and wholly desirable upsurge, within linguistics, of interest in language as a social phenomenon.

The title of my report is designed to indicate that it will be directly concerned with modality and the linguistic devices of its expression in two non-cognate languages, English and Turkmen, in general. The fact that different scholars have dealt with modals and modality in so many different ways is a clear indication of the complexity of the issues involved and of the difficulty of arriving at any completely simple and completely convincing analysis. This work aims, therefore, to give a general idea of the nature of the problem and of an approach to its solution and to propose the linguistic devices of expressing modality in the contrastive languages.

There is considerable vitality left in the study of modality, despite the fact that as a philosophical and linguistic concept it has been the object of continual scrutiny and reformulation since at least the time of Aristotle. The quantity of recent works on modality by linguists and philosophers is evidence of the continuing fascination it still commands. And yet, paradoxically, in spite of the vastness of the available literature, it is by no means easy to find out



what modality actually is. The problem is that a number of different disciplines and sub-disciplines have each approached the notion of modality from different starting points, and in each case the nature of the goal has come to be defined in terms of the means of approach, with the result that not only does the question “What is modality?” have a number of different answers, but the question itself must be formulated differently according to the type of answer one expects to obtain. And yet, by restricting oneself to one type of approach long enough to be able to obtain some clear idea of what kind of question it is permissible to ask, one automatically cuts oneself off from other equally valid lines of enquiry which might have had an important bearing on the very problems one has become involved with. In view of this, the ideal solution would be to proceed on several different fronts at the same time—and this, to some extent, is the strategy which underlies the present study, although for ease of access I have tried to keep the major approaches reasonably separate, and have relied on cross-references to establish important links and build up the overall picture.

To seek to understand modality is to set out on a fascinating voyage of discovery in the human mind. Many past studies have focused more or less exclusively on that small set of items known as the “modal verbs”: can, could, shall, should, will, would, may, might, must, ought (to) and perhaps need. We must first consider what is meant by “modal” or “modal verb” and by “modality”, and how the two concepts may be related.

### **Planning in Teaching Foreign Language**

***Professor Ali Kurbanov – Doctor of Pedagogical Sciences, D. Azadi Turkmen National Institute of World Languages, Ashgabat, Turkmenistan***

[Professor Ali Kurbanov will present the step-by-step process of developing a foreign language lesson plan, in accord with the following three key principles:]

- Practical—pupils acquire habits and skills in using a foreign language
- Educational—they develop their mental abilities and intelligence in the process of learning the foreign language
- Cultural—pupils extend their knowledge of the world in which they live.

Unit Planning: The teacher needs two kinds of plans to work successfully: the plan of a series of class-periods for a lesson or unit of the textbook or a unit plan, and the daily plan or the lesson plan for a particular class-period.

Planning a Class-Period: The unit plan completed the teacher may move into planning a class-period or a daily plan which, in addition to what has been determined by the unit plan, indicates the ways the teacher will follow to organize his class to work during the lesson. Therefore the daily plan includes (1) what should be achieved during this particular lesson, (2) what material is used for achieving the objectives, and (3) how the objectives should be achieved.

### **English for Specific Purposes**

***A.G. Kuliev — Senior Lecturer Magtymguly Turkmen State University, Ashgabat, Turkmenistan***

English for specific purposes is a priority in teaching the students for whom English proficiency is a strong professional requirement. Professional English is a real language for a real goal, so it is characterized by clear and correct sentences that convey ideas precisely. The vocabulary is characterized by the use of special terms and terminological word combinations.

It is very important to prepare a good curriculum to teach the course. Much depends on the choice of teaching material and the methods used while teaching.

“International Law and International Relations” major implies English proficiency as a powerful tool of diplomacy.



“International Law and International Relations” English course has been worked out for the 3 and 4-year students of the “Law and International Relations” department, Magtymguly Turkmen State University. The objective of this course is to master language skills being necessary for professional purposes. The course has been elaborated within the English language methodology for specific purposes.

The course includes the following aspects:

1. Directed studies;
2. Technical writing;
3. Composition;
4. Public speaking;
5. Newspaper reading.

*Directed studies* assists students to improve their English in different ways:

- it gives the students practice in developing professional reading skills;
- perfects topical vocabulary;
- develops the skills of independent and individual work.

There are many texts which are designed for specific needs of students of this course. The texts have been selected to improve and gain knowledge and skills related to their future professional activity. The students study and research problems related to international affairs, diplomacy, human rights, global economy and international law. Such an approach enables students to formulate language patterns which may be followed up while working on this or that topic.

*Composition* is designed to arouse students’ interest, foster critical thinking and provide context for writing assignments. It assists to develop and improve skills in writing.

The goal of *Public Speaking* course is to guide students to better understand how speakers and audiences interact. The course combines lecture, discussion, reading, workshop style exercise, and videotaping of speeches so as to move each student to develop and illustrate ideas and information.

It helps to become a confident, articulate and ethical speaker by gaining both theoretical and practical knowledge of public speaking and related communication processes.

The *Technical writing* course is aimed at increasing students’ ability to get the thoughts down on paper in a simple, orderly, intelligible fashion, giving students an understanding of the tools of writing-sentences, paragraphs, words. It familiarizes students with the kinds of writing that students will be doing on the job and give them practice in developing professional writing, so that they will be able to plan and write documents clearly, correctly, concisely and effectively.

*Newspaper reading* gives the students practice in developing newspaper-reading skills, in studying issues of current events of the world. Current events and problems are reviewed and discussed by the students on the basic original newspapers and journals. It greatly helps students to improve political vocabulary.

English for International Law and Diplomacy within the teaching for specific purposes is exactly the approach which assists students to accomplish tasks in the English proficiency that will enable them to use English in their professional activity.

### **English Classes at the American Corner** ***American Corners, Turkmenistan - Turkmenabat, Mary, and Dashoguz***

All people who study foreign language know how important is to have the opportunity to communicate in the language he/she studies. The best place for our young people to practice their English in Turkmenabat city is the American corner. Work of the American Corner focuses on educational goals, and the main goal is to help young



people to develop their English language skills to be able to speak, to write, to understand and to increase their chances in getting higher education, or find a good job. Regular classes are conducted by Peace Corps Volunteers, FLEX and TEA alumni. Cross-cultural aspect becomes a very important factor in the construction of the lessons. Great interest of the visitors to the American English and culture becomes the basis of the whole work of our teachers. Their own experience in the United States helps to be convincing in interpreting words and situations. Grammar, new vocabulary, conversational models are introduced in the process of discussion of different situations from life, both American and Turkmen. They design their lessons like lively open contact with students. Games, humor, songs, non-formal communication, and friendly atmosphere - such an approach attracts students and gives visible results. They soon begin speaking without any fear, find friends and feel themselves relaxed, and start to plan their life and career.

## **Teaching English Grammar Through Translation**

*Serdar Shirov - Ashgabat, Turkmenistan*

My presentation is based on my course “English Grammar Through Translation” which I conducted on a voluntary basis at ACCELS office in Ashgabat in February and March of 2006. This course was designed for students of the secondary school and the higher educational institutions, who were on the level of advanced English speakers. The objective was to explain to the participants the peculiarities of English grammar on the basis of written translation. My motives for creating and conducting such a course were the following. During my practice, I met two kinds of problems related to teaching English grammar. The first problem was how to teach grammar in a limited time boundary. The second problem was how to enrich the theory of grammar with a practical component. My course consisted of eight lessons and was taught on a weekly basis. Access to the course was free with preliminary registration.

The course was designed for advanced speakers of English, the students of the secondary school and higher educational institutions. We met once a week at ACCELS office in Ashgabat. On the average, 8-10 persons participated at each lesson. Altogether there were eight lessons. The course was conducted in Russian. For the course I used Posters, White Board, and Printouts. I prepared posters with grammar rules in advance, and this helped me very much to save time. The White Board was a very useful means for explanations. The printouts consisted of two sets, 12-15 copies of each. Set 1 included sheets with a brief summary of topics covered during the lesson. I distributed them among the participants at the end of the lesson, for maximal concentration of the participants’ attention on the process of interactive learning and immediate memorizing, instead of reading or writing. Set 2 included sheets with a number of sentences in Russian and English to be translated in the “Exercises” session of the lesson. The class was conducted in the form of interactive dialogue: I tried to talk to each student during the lesson. I also organized contests for the best translation. The students were encouraged to analyze each other’s translations and choose the winner.

## **Teaching Culture in a Foreign Language**

*Oksana Cheh - Ashgabat, Turkmenistan*

Foreign language learning is comprised of several components, including grammatical competence, communicative competence, language proficiency, as well as a change in attitudes towards one’s own or another culture. For scholars and laymen alike, cultural competence, i.e., the knowledge of the conventions, customs, beliefs, and systems of meaning of another country, is indisputably an integral part of foreign language learning, and many teachers have seen it as their goal to incorporate the teaching of culture into the foreign language curriculum. A question germane to our discussion is, how can we incorporate culture into the foreign language curriculum, with a view to fostering cultural awareness and communicating insight into the target civilisation?

First, culture teaching must be commensurate with the dynamic aspects of culture. As Lessard-Clouston (1997) notes, students will indeed need to develop knowledge of and about the L2 or FL culture, but this receptive aspect of cultural competence is not sufficient. Learners will also need to master some skills in culturally appropriate



communication and behavior for the target culture...Cultural awareness is necessary if students are to develop an understanding of the dynamic nature of the target culture, as well as their own culture.

Second, it is important to eschew what Lessard-Clouston (1997) calls 'a laissez-faire approach', when it comes to teaching methodology, and deal with culture teaching in a systematic and structured way. Third, evaluation of culture learning is a necessary component of the "foreign culture curriculum," providing students with feedback and keeping teachers accountable in their teaching. A fourth point is made by Cruz, Bonissone, and Baff (1995) pertaining to the express need for linguistic and cultural competence as a means of achieving and negotiating nations' political and economical identities in an 'ever shrinking world', as they put it.

On a practical note, culture teaching should allow learners to increase their knowledge of the target culture in terms of people's way of life, values, attitudes, and beliefs, and how these manifest themselves or are couched in linguistic categories and forms. More specifically, the teaching of culture should make learners aware of speech acts, connotations, etiquette, that is, appropriate or inappropriate behavior, as well as provide them with the opportunity to act out being a member of the target culture.

## **Gaming and Simulations in the EFL Classroom**

*Galina Sanjjeva – Ashgabat, Turkmenistan*

To facilitate the EFL students' communicative skills, a series of communicative activities (i. e. the activities when the target language is actually used as a means of communication) have been developed in the foreign language teaching for the last thirty-odd years. Among them are short games that usually involve movement and imagination, role-plays that direct students at enacting small scenes using their own ideas or ideas and information on role-cards, and simulation that presents a large-scale role-play with the intention of creating a much more complete, complex 'world', say of business company, international conference, TV studio, government body, etc.

For the students who study English in a non-English-speaking setting it is very important to experience real communicative situations in which they learn to express their own views and attitudes and are taken seriously as people. A temporary departure from reality is not only a means of motivating the students to participate in role-acting, it is also an effective way of widening the range of language available for use and achieving much sought-for fluency.

We support those language teachers who preach and practice role-acting in the EFL classroom. Their role in creating an effective learning environment becomes indispensable. Respect, empathy and authenticity help them achieve rapport in the classroom and, in the final analysis, ensure their students' communicative competence.

## **Effective Tools to Make Classroom a Fun Learning Center**

*Raisa Amirdjanyans – Ashgabat, Turkmenistan*

The question I ask myself everyday as a teacher is always the same: How to make my classroom a fun but learning place to be? How to provide all the opportunities for my students' growth, for developing their skills and knowledge? I am sure that many teachers will agree with me that it is not an easy task as you have to think of something to change your classroom climate and motivate your students to learn, to feel safe in doing mistakes, to make them confident in that they can learn it, master it and go forward. This is something you think of on your way home, before going to bed, in between classes and when observing your colleagues' classrooms and etc. It has lead me to the search for various classroom activities with different aims: to warm-up my students or cool them down a little bit if they are "too hot", to energize them if they are slow or slow down, to make them speak or write down, to build up a vocabulary or develop fluency... I can go on and on and fill up the whole list of things I keep in my mind when I am looking for activities to use in the classroom. The main idea is always the same: "To make my students be in the driver's seat and drive the right way without a traffic police on the way".



Though my search is everlasting and seems to be continued till the end of my teaching career, I already have a bunch of activities for various purposes. I am going to share them with you during my workshop. These are the ones I have used with my students several times. They have worked for me and my students, so they might be useful to you, but all of us know though that we will never find any ideal activity, we will always have to adapt it to our setting or environment.

### **Teaching with Minimal Resources** *Karayeva Aynabat — Dashoguz, Turkmenistan*

Language is not just speaking or writing, it's understanding another nation, another culture, another society. Like a person blindfolded one must utilize one's surroundings to resolve a problem at hand. Likewise, teachers must use their surrounding environments to adapt to the needs of their occupation. In my workshop, I utilize this analogy to engage the audience's feedback regarding the notion of limited resources.

The focus throughout the lesson is application. This means engaging the students. Encouraging the students to participate is simultaneously testing their comprehension on the materials taught. After the material has been presented application is crucial to the absorption of new information and future application for students and teachers alike. Further, shifting the focus from the materials and focusing on engaging the students/teachers enables them to express critical thinking and free thought.

To retain what a person has learned, application is necessary. Similar to the lesson I have presented in this proposal a simulation will be given in the workshop. This provides teachers with a chance to share their ideas, employ their critical thinking, creativity and problem solving skills. A similar lesson plan will be simulated that the workshop participants will have to solve. The participants will be assigned a component of language learning that should always be incorporated into every lesson plan. The participants will then create an activity that addresses that specific component of the lesson. After the groups present their solutions, the workshop will be followed by a question and answer session. This session will enable the participants to critique their own application, and make further inquiries about limited resources.

This workshop will enable teachers to re-attune themselves with what is necessary in language learning. When a teacher can organize an effective lesson with minimal resources, the learning process is more enjoyable for all parties concerned. This workshop will remind teachers that it is not quantity, but the quality of the lesson that is more effective when learning a new language. Further, lesson planning is a creative, non-strenuous process that can occur without books.

### **Presentation of "Grammar Charts" Book** *Hanum Omarova - Turkmenabat, Turkmenistan*

This book is 115 pages which contain English grammar charts (Tenses, Nouns, Adjectives, Numerals, etc.) including explanations. "Grammar Charts" is a book that could be used by any English teacher in their lessons; it gives explanation to basic English grammar and is designed to help students who learn better from a visual standpoint. The book is a collection of easy-to-understand page-sized charts each focusing on one particular grammar point. I intend to distribute this book during my presentation so that the participants can see an alternative way to present grammar in their lessons. The book was created by me with the help of Peace Corps volunteer Matthew Briggs.



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## **Applying Arts to Teaching English.**

***Yelena Kotova - Ashgabat, Turkmenistan.***

The presentation deals with teaching English through Arts. I'm going to present teaching materials – a set of cards with illustrations that students made in English class, the publication sponsored by the State Department Bureau of Education and Cultural Affairs. Together with the art teacher V. Hairova I studied different proverbs and sayings with students in class. Then they made their choice and illustrated the proverbs under the art teacher's guidance. First it was an exhibition of students' illustrations with proverbs in three languages at school. Before the event the students had found the equivalents in Turkmen and Russian languages to English proverbs and sayings. The idea of mutual lesson was based on the students' love of drawing, their imagination and wishes to apply their language skills.

Later I used the cards with illustrations in different ways. Some of the activities have been included on the cover of the set as methodological recommendations for English teachers. 50 sets of cards were sent to different schools of Turkmenistan, to all five velayats. I've got good responses from my colleagues who found the materials attractive for kids and useful for teachers. They also suggested some other ideas of working on the pictures.

I've gathered a lot of activities aimed to develop language skills through Art. During my presentation I'm going to underline the effectiveness of integrative approach to learning English and using children's Art in English class. I will also mention an experience of fruitful cooperation between teachers of different subjects I have had at school#7, in Ashgabat, when the stuff was preparing a Language Festival. Teachers of History, Geography, Literature, Music and English worked together in one team, preparing a big holiday.

During my presentation I'll show the colleagues the slides with illustration and activities that could be used in class. In the end of my presentation, I'll answer the questions and give everybody a disk with teaching materials. The materials under consideration will surely be an effective means of stimulating and encouraging the students to learn English.

## **Interactive Teaching Methods**

***Zumrat Jumayeva – Turkmenabat, Turkmenistan***

The goal: to teach some interactive methods of working with texts and topics. I'd like to share some new interactive teaching methods which will help the teachers to make teaching English more effective, interesting and useful. The main important thing is that these methods are based on active reading and analyzing the texts (we know that some texts are difficult or not interesting to read). These methods make all students work and be active, think critically, analyze the situation, solve problems and share ideas openly on various topics. Working in pairs and in small groups, students will be encouraged to ask questions and to find the answers to the questions, to listen to each other, to discuss ideas and to debate politely and constructively. It will help them to solve the problems easily. This kind of education will be very useful in their life.

## **How to Use Newspapers**

***Nadejda Kamyshanova - Turkmenabat, Turkmenistan***

Goals: To teach the skills that are necessary to scan and read the newspaper for useful information. These skills will be mastered as students complete exercises using their own community newspaper. To show teachers the ways of using not only the English newspapers but the newspapers on the local language, too. Provide the teachers with the resources which they will easily use during their lessons.

It was always difficult for our local teachers to use the newspapers during English lessons. Some of them don't know where to take them; the others don't know what to do with them. In this workshop I'm going to show the easiest ways of using local newspapers during English lessons. Many students using these materials have poor reading skills. Many are still reading word by word. Learning to scan for information is a major focus in this workshop, and a newspaper provides a vehicle for this instrument. Students will need their own newspapers to



complete the work. To key the work easily, it will be helpful if all the students use the same newspaper edition. I'm going to show teachers how to introduce students to their community newspaper. To learn how to use their newspaper, students need hands-on experience with complete copies of a daily newspaper. Stress scanning as a tool for using the newspaper. Make sure students are scanning and not reading too much information they do not need. This will make reading the newspaper an easier task for students with low reading levels.

## **Educational Center as Part of State Educational System**

*Rejep Sultanov – Ashgabat, Turkmenistan*

The system of education includes different institutions: kindergarten, schools, colleges, universities, institutes and educational centers. All of them are determined to raise educational and cultural levels of population. Educational centers in Turkmenistan play a very important role in educational system. Many aspects are covered through the work of the Centers. On the basis of my center, I, as director of the center, would like to tell the people about the goals of the Center, the way we reach our goals and many other positive aspects of being a part of the whole educational system and on the other hand being an independent private organization. My wish is to present our work in the light of state educational policy, that gives everybody the opportunity to study and chance for teachers to work creatively. I'm going to tell how flexible may be approach to teaching at the educational center. I'd like to talk about free studying at our center and the discounts we offer, etc. Some words about small business in education will be added. Generally, as administrator, I'm very interested in the others' experience in private education. It's also important for me to share our success and experience with the others.

## **Critical Thinking: Promoting it in the Classroom**

*Albina Burashnikova - Mary, Turkmenistan*

Perhaps most importantly in today's information age, thinking skills are viewed as crucial for educated persons to cope with a rapidly changing world. The ability to engage in careful, reflective thought has been viewed in various ways: as the fundamental characteristic of an educated person, as a requirement for responsible citizenship in a democratic society, and, more recently, as an employability skill for an increasingly wide range of jobs. Teaching children to become effective thinkers is increasingly recognized as an immediate goal of education. Providing students instruction in thinking skills is important for several reasons:

- Students, in general, do not have well-developed thinking skills.
- These skills are necessary for people to be oriented in the world.
- Although many people once believed that we are born either with or without creative and critical thinking ability, research has shown that these skills are teachable and learnable.

I propose to conduct a workshop to train the teachers to teach thinking skills which is associated with student achievement gains. I'll focus on what critical thinking (CT) is, why teach it, developing strategies for developing CT skills, what the thinking classroom looks like, how to establish and maintain a positive, stimulating, encouraging classroom climate for thinking skills instruction, so that students will feel free to experiment with new ideas and approaches. I'll also introduce Bloom's Taxonomy model which categorizes thinking skills from the concrete to abstract, as well as main teaching techniques. The list of twelve recommended teacher behaviors will be offered for discussion. In addition, I'll share a few critical thinking lesson plans and other activities to practice thinking skills.

## **Body Language in the Classroom**

*Rachel Sosin – Dashoguz, Turkmenistan*

All too often, I encounter students who have memorized the requisite information, but have understood none of it. As a result, in order to count or understand a letter on the alphabet, they must first recite until they come to its ordinal place. I have solved this dilemma by using a different approach none of the students have encountered



before.

I begin with the alphabet, only I stand at the front of the class and have every student stand with me. We go through the alphabet, spelling each letter with our body, while saying it aloud. Each student must consider how to depict the letter while saying it. Once students become comfortable, I assign random students to come to the front of the class in my place and to lead the class. When there is disagreement as to what a letter looks like, the class votes on how they wish to portray it. From this point on one can apply such methods to learning new vocabulary or correcting spelling mistakes. When a student asks me for the correct spelling of a word, I slowly spell the word out, if a letter is forgotten, I use my body to demonstrate. This leads to students spontaneously saying to their desk mates, "You know, like this," and then demonstrating.

Another method I employ is the miming of new, unfamiliar words. When I say a word, which is unknown, rather than resorting to the local language, I mimic the action, noun, or place, and force the students to work towards discovering the meaning for themselves. I attempt to avoid resorting to using the local language in my classroom when I can, as a result my fourth form students can construct simple conversations on their own, with unfamiliar topics.

I would like to have the opportunity to demonstrate outside my etrap these practices, as I feel they have great merit in the classroom. Younger students especially, benefit from the chance to move and combine action with thought. I propose to give a presentation demonstrating the ways and applications of using the body to spell and miming in the classroom. Simple lessons, as well as more complex ones, can be tailored from such practices. Their very versatility is one of the most compelling reasons for utilizing them in a school setting. I have seen a class of nine year olds move from a place where they could barely say good morning, to being able to tell me what they did yesterday, and what they wish they had done. I would like to demonstrate how everyone, teachers and students alike, can be active participants in the learning process.

## **Tri-lingual Picture Dictionary Seminar**

***Jennifer Wos - Akdepe etrap, Dashoguz, Turkmenistan***

Imagine a teaching tool far bigger than the average textbook, full color, easy-to-use, and specific to the local culture. That is exactly what Visually Speaking is: a large format (A3), hand-drawn picture dictionary in English, Russian, and Turkmen with over 40 common themes, more than 50 suggestions for how to incorporate the book into classes, and over 1,600 vocabulary words for beginner and intermediate students.

Having working within the Turkmen educational system for almost two years, it quickly became clear that there is a need for resources of all kinds, especially visual aids. This school year visuals aids became a requirement for English teachers. Many complained that they didn't have the time, funds, or talent to create quality posters for class. With that in mind and using topics chosen by local teachers, this book will help to enhance the existing textbooks and curriculum which the teachers are required to use.

Without words or translations on the picture pages themselves, the book encourages both communicative and immersion methodologies. The numbers correspond to nouns and adjectives, while the letters designate verbs, and the words can be found in the index at the end of the book. It can be used for much more than vocabulary building, although that certainly is one use. Other classroom ideas include: making up a dialogue, writing a story about the picture, memory games to see how many words the students remember, and demonstrating different grammatical topics through the pictures. The format is designed to attract students' attention, increase their interest level, and help to make teaching English easier and more effective.

At CATEC, the Visually Speaking seminar will show selected scenes from the book on an overhead projector to easily explain the different functions and features of the book. A selection of the suggested games and activities will be demonstrated interactively with the conference participants to illustrate some of the different ways to use the book. Copies will be distributed as well. This conference would be a wonderful forum to present this brand-new resource.





## **AFGHANISTAN**

### **Challenges and Techniques for Teaching Large Classes**

*Bilqees Habibi - Kabul, Afghanistan*

This presentation will be about the challenges in teaching large English Language classes and the techniques I use in my school to solve these challenges. The challenges we have are that the classes are very large with between 40-60 students in each class. The students in each class have many different levels of English language skill. We have 35 minutes per day for each class. The traditional culture of the classroom has been that the students must be quiet, sit in their seats and only the teacher speaks. In this system, students do not have a good chance to speak English or participate actively in the class. Only the best students raise their hands and give answers. The teachers are the center of all the activity in the classroom. Some students are very shy and afraid to participate and the teachers are not friendly towards the students. If a student has poor English the other students and the teacher criticize them and they don't want to talk.



## **BANGLADESH**

### **Fostering the practice of communicative competence in ESL classrooms**

*Shaheena Choudhury – Dhaka, Bangladesh*

In an attempt to make our students literate in international discourse, to make them compete successfully on a national and international level, the demand to teach communicative English is increasing more and more in Bangladesh. Recognizing the fact that English communication abilities can only be formed when students are taught English by applying the Communicative Language Teaching method in English, most of our educational institutions are following the trend, but with little or no success, since students are failing to develop an acceptable level of English proficiency for communication.

This paper attempts to identify the pitfalls and recommend solutions. I have explored some of the predicaments surrounding the practice of Communicative English at the university level in Bangladesh and suggested different approaches that can be undertaken to overcome this impediment.



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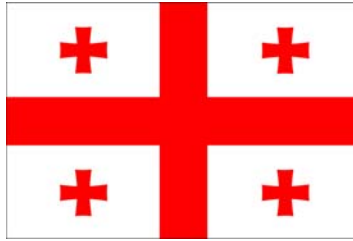
**Techniques Used to Teach Grammar in  
Bengali and English Medium Schools**  
*Tania Afroz Khan – Dhaka, Bangladesh*

Over the decades, students of English Medium Schools (EMSs) in Bangladesh proved to be more competent in their command over English than their Bengali Medium counterparts. Although English is taught throughout their school and college life, students of Bengali Medium Schools (BMSs) struggle to understand, speak and write in English.

Since English is learned as a second language only after a child goes to school (age 4+), special attention must be given to ensure that s/he learns the basic components of language. If we take into account Noam Chomsky's Innatist Theory, human beings are born with a set of rules about language which he refers to as the 'Universal Grammar.' As grammar is the most basic foundation of any language, the focus of this paper is on how grammar is taught in Bangladesh.

The Grammar-Translation Method has been obsolete in many parts of the world for decades but it is still widely practiced in BMSs across the country. On the other hand, the Direct Method is used in most EMSs with the communicative approach gradually gaining ground. Teaching grammar deductively in BMSs has resulted in hardly any language practice done in class whereas in EMSs, inductive teaching of grammar gives students scope to know their usage and not only the rules. This paper not only looks at what techniques are used in the two mediums of instruction but also the advantages and disadvantages of each.





## GEORGIA

### **Presenting Complex Grammar: The Subjunctive Mood**

*Anne Marie Burk - Tbilisi, Georgia*

We will look at how to present the Subjunctive Mood to express wishes, to give advice, and to express desires or conditions contrary to fact. Students will practice using this Mood with interactive memory games, with songs, and in pair activity. Verb charts and written exercises will be handed out, and teachers will be shown how to use these charts to create interactive exercises for students.

### **Teaching Students with Different Learning Styles**

*Anne Marie Burk - Tbilisi, Georgia*

Teachers will discover their own learning style in a short quiz. Then we will practice activities that use visual, auditory, and kinesthetic methods to teach English and that help students to speak English in class.

### **Helping Students to Remember Vocabulary**

*Diane Millar - Tbilisi, Georgia*

Teachers know that students need to learn vocabulary and they spend lots of class time teaching students new words. However, several lessons later the students have trouble remembering these words. So how can we help them remember vocabulary? The presenter will show teachers how they can help students by developing a class vocabulary box (with minimal materials). This box of words can then be used to play a number of revision games in class. The presenter will demonstrate a number of activities that teachers can use. These will include guessing games, categorizing games, speaking activities and writing activities. This practical and active workshop can be used with students of all levels and all ages.

### **Critical Thinking in the Classroom**

*Diane Millar - Tbilisi, Georgia*

In life and at work, students need to be able to evaluate information and make appropriate decisions. Thus one key aspect of education should be helping students to think critically. To do this, teachers need to incorporate critical thinking activities into their language classes. In this workshop the presenter will demonstrate a number of kinds of critical thinking activities that teachers can use in class. The teachers will try out activities that help with the following critical thinking skills: categorizing, ranking, deducing, setting criteria, evaluating and thinking about learning. This practical and active workshop is most appropriate for teenagers and adults from low-intermediate to advanced levels.



**Teaching Writing to Young Learners***Diane Millar - Tbilisi, Georgia*

Nowadays teachers realize that they need to incorporate more writing activities in their language classes. However, this is very difficult to do with young learners (ages 7 to 11). In this workshop the presenter will discuss the challenges and the appropriate stages of teaching writing with young learners. The teachers will practice a number of activities that focus on: handwriting, meaningful copying, controlled writing, and freer writing. By participating in these tasks, the teachers will see how they can use simple and fun writing activities with their own students.

**Plenary Speech****Sky-diving: A Metaphor for Teacher Development***Dianne Millar – Tbilisi, Georgia*

In this talk we will explore the topic of teacher development. How is teacher training different from teacher development? What are the necessary factors needed to bring about real development? What motivates teachers to change? What kinds of support do teachers need? What role can peers, administrators and teachers' associations play in helping teachers to develop? What can we do after the CATEC conference to continue our professional development? And what on earth does sky-diving have to do with any of this?





## INDIA

### **English Language Teaching in Gujarat: Problems and Suggestions**

*Pranav Joshipura, India*

Language is a complex phenomenon, more so when it is the question of India. For, the country has huge regional, cultural, sociological, and linguistic diversities. It is therefore difficult for any one language to be acceptable everywhere.

This paper aims at studying English Language Teaching in Gujarat, a progressive state of India. A sudden but huge demand of English speaking persons in various industries saw Gujarati youth lagging behind others in their ability to speak English. The government has decided to teach English to children since their entry into schools. It is hoped that this shall create good English speaking youngsters in future.

But all might not be well even thereafter. There are problems at various levels in teaching English language. This paper attempts to find out these problems and make certain suggestions to overcome them.





## KAZAKHSTAN

### **Communicative Fluency Activities**

***Marina Novozhilova, Irina Loshkova – Taraz State University named after  
M.Kh. Dulaty, Taraz Kazakhstan***

The aim of our workshop “Communicative Fluency Activities” is to present different kinds of exercises to complement traditional foreign language lessons and make them more interesting and lively. Since foreign language teaching should help students achieve some kind of communicative skills in the foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.

We would like to offer you two devices that help the teacher in making up communicative activities: information gap and opinion gap. Information-gap exercises will be presented through guessing games, jigsaw tasks and problem-solving activities. Opinion-gap exercises will be organized by letting the participants share their feelings about an experience they have in common, ranking exercises, values clarification, discussion games are also included. In most cases, activities are suitable for a variety of levels, from elementary to advanced. All activities demand the minimum of preparation before the lesson. Teachers may find them helpful to make the students read, write, and talk in the foreign language as well as let them play. As many of the activities focus on the participants’ personalities they help build an atmosphere of mutual understanding. In these types of communicative activities the teacher has to decide whether to join in the activity as an equal member or remain in the background to help and observe.

### **Using Toulmin’s Analysis to Structure Evaluation Arguments for a Speaking Activity**

***Anthony Samuel – Almaty, Kazakhstan***

This interdisciplinary workshop will analyze one form of classical argument, the evaluation argument, after which time teachers will be invited to participate in a task-based activity involving evaluation. Toulmin’s analysis is a systematic procedure for evaluating an object, a person, or some other phenomenon. Toulmin’s analysis uses the following terminology: claims with reason, grounds, warrants, backing, conditions of rebuttal, qualifier. Given a systematic (analytical as opposed to holistic or “gut”) procedure, learners would be expected in both speaking and writing to produce longer responses, to delve deeper into the content of what they are evaluating, and generally get a better grasp of English rhetorical conventions.

Evaluation arguments involve what we call a criteria-match process, whereby, first, the writer or speaker must establish criteria; secondly, the writer or speaker must show how well a subject matches the criteria. Criteria are based on the purpose of the class to which the thing (that you are evaluating) belongs. For example, if your pupil/student asked you to write him or her an evaluation, you would need to know what he/she was applying for (what class he or she wants to be a member of, e.g., participation in a study-abroad program. Deciding the purpose often requires first knowing the context. If context in an evaluation of automobiles equates to place of use, then a lower middle-class car buyer from the “heartland” in the U.S. might buy for different reasons than say a Muscovite.



Teachers will complete a task-based speaking/writing activity entitled, choosing a candidate, from Ur's Discussions That Work. In this activity, a University Appointments Committee which has been entrusted with the task of awarding a Law Scholarship to one of five students of the law school who have attained similar marks in the entrance exam and who have all applied for the scholarship. The activity leaves generous scope for role-play—in the setting of the committee meeting. Thus, given such tasks, even marginalized members in a language learning setting have an opportunity to assume a role and participate.

### **Motivation of Students for Extra-Curricular Projects**

*Artem N. Yermilov – al-Farabi Kazakh National University, Almaty, Kazakhstan*

The proposed demonstration discusses the possibilities for encouraging and motivation of students for extra-curricular projects where they can develop their own projects of presentations on topics of their interest. There is presented a format for such presentation and effective approaches that can be used.

Teaching of foreign language at upper-intermediate and higher levels naturally follows the purpose to provide learners with skills enough for everyday and professional communication. Actually, there are two levels of such communication: first, speaking on general topics and general presentation of home country, culture, etc.; and second, professional communication and presentation of some work, scientific/business project or product, professional presentation of a school or a company.

### **Digital Storytelling in English Language Learning: Photo Story 3 for Windows**

*Damira Jantassova – Buketov Karaganda State University, Karaganda, Kazakhstan*

Digital imaging technology is rapidly becoming famous in education because it helps students learn content in ways that would have been difficult or impossible without this technology. Most teachers used to practice one of the innovative teaching methods, using digital images, called digital storytelling. Images provides ways for ESL students to engage with both visual and printed texts that can help students envision a text, offer a unique bridge to writing as well as allow students to communicate meaning visually. Students can capture what they see, often acquiring large libraries of images that are then filtered and narrowed as they work to refine their thinking and meet the specific requirements of the task at hand.

With the aim of sharing my experience I'd love to show the ways we make English lessons efficient using the program Photo Story 3 for Windows to develop reading and writing skills and to enlarge English vocabulary. Mostly I would say storytelling is a very useful student's toolkit of reading strategies, but in the process of making a movie students work much in the collaborative groups where they share ideas, collecting pictures, and communicate in-class time activities under the supervision of a teacher who develops their speaking skills too. What my American colleagues and I have discovered in the short time we have been working with digital images in the language learning classroom is that effective teaching practices paired with powerful technologies provide student readers and writers with unique authentic experiences that can transform their understanding of text, words, and images.

### **Methods of Teaching English**

*Gulmira Yemkulova – Kazakhstan*

The presenter will share the experience of introducing learner-centered approach in the course that she reads "Methods of Teaching English" and new forms of alternative assessment of students. She speaks about the changes that happened in teaching and student approaches to learning after her using active, cooperative, and inquiry learning strategies. Increasing the decisions students can make about assignments and activities more fully engages them in the course and its content. The role of the teacher in a learner-centered classroom changes from sage on stage to guide on the side, trying to create a climate that promotes interaction, autonomy, and responsibility. The function of content in a learner-centered course changes from covering content to using content. It is connected to the learning skills, time-management skills, and other strategies and approaches. Students experience the content of



the course by applying it. She provides a variety of activities and assignments that move students to new skill levels, motivate engagement in the course content: writing-to-learn activities, cooperative and group learning, case studies, and short projects and activities.

### **Debates in the Lesson: Motivate and Involve!**

*Vera Alexandrovna Krepysheva – Kostanai Oblast, Kazakhstan*

Nowadays, debates are wide-spread in Kazakhstan and include English-speaking leagues. In fact, at the November Kostanai Oblast Competition, eight teams competed in the English-language league. Debates have a firm methodological grounding in communicative approach and critical thinking, but teachers tend to only view their strict format and think that they are too complicated for everyday use. This couldn't be more false!

This workshop seeks to explain debate structure and theory to teachers in such a way that both they and their students can benefit from this wonderful teaching technique. Attending this workshop does not mean that teachers must create debate leagues and teams within their regions (they already exist throughout Kazakhstan and are likely enjoyed in other countries as well), but that they can use this fascinating technique to make classroom time more enjoyable, motivate students, and to involve ALL of their students. Nothing is more rewarding than seeing a previously silent and disinterested student, suddenly be unable to restrain himself from participating in the English-language fun!

### **A Gentle Approach for Complete Beginners**

*Natalya Penner – Aktobe, Kazakhstan*

Working with young language learners in the primary classroom can be both a rewarding and a demanding experience. To make the most of that experience for both learners and teachers we need to be very clear what it is we are trying to do. We must try to identify what learning a language in school demands from young children and what it can offer them. We should also acknowledge what the implications of those demands and needs are for the teachers. This article deals with the learners themselves. It shows how they bring with them to the classroom existing skills and instincts which help them to learn a new language. It also discusses how those skills and instincts form the foundation for our priorities with young learners. After having discussed the main problematic points of teaching English to young language learners we may conclude that in order to bridge the gap between what the courses demand and what young children who are complete beginners are capable of we should take into consideration all the points being studied in the article.

### **Innovations in EFL Classroom: Understanding, Implementing, Accepting**

*Olga Samofalova – Shymkent, Kazakhstan*

Education policies, technologies, methodology and surroundings are changing dramatically at every level, thereby having a tremendous impact on the dynamics of English language teaching.

Teaching nowadays means dealing with the world of technology, cultural and ethnic diversity, new requirements to strategy, planning and assessment. Students' needs are diverse and are directly connected to the economical, political, cultural and educational changes in their countries. Term "innovation" – meaning new, fresh, unusual look at some point or matter – is very popular and unites educators all over the world in many aspects and at many angles. With high levels of communicative competence and critical thinking as an expected goal for EFL school, college or university students, questions focusing on innovative curricula and creative co-curricula emerge and need to be presented, discussed and reflected in target groups of teachers.

Every skill can be viewed in a new way – speaking, writing, reading, and listening. Every step can get a fresh meaning – time or space management in the classroom, effective ways of presenting or consolidating material, testing process and skills, socio-psychological environment and community space both for the students and for the teachers. Innovation blooms inside us. Teacher-training practice of several creative teams working in the countries



of Central Asia is an invaluable experience showing how much creativity, innovation, and inspiration leaders in education can bring to the community, thus helping to understand new trends, to incorporate them into their educational process and to accept them after a thorough analysis and evaluation. Teaching ESP to medical students is a good example of the broad range of opportunities in linking special professional knowledge to innovative approaches in EFL teaching.

### **The Role of Microteaching in Teaching a Foreign Language**

*Rosa Bobesh - Kazakhstan*

Although microteaching has long been used as a professional development tool in in-service teacher training programs, teacher trainees seldom take this training seriously. At least this is the situation in Egypt. This attitude greatly diminishes the usefulness of microteaching, which can be beneficial.

Microteaching helps teachers to understand better the processes of teaching and learning. It provides teachers with ample opportunities to explore and reflect on their own and others' teaching styles and to acquire new teaching techniques.

Microteaching, as a training technique, began at Stanford University in the early 1970s. It was first applied to teaching science, but later it was introduced to language teaching. The theoretical basis for the Stanford approach was initially related to the psychological theory of behaviorism. However, it is more valid to see microteaching as a technique for professional reflection than as a technique for shaping behavior.

### **Meeting Students' Academic Needs through Self-Study**

*Saule Abdygaparova – Kazakh-British Technical University, Almaty*

The workshop acquaints with organizing self-study activities designed for students of Economics in the frame of ESP course. Self-study is students' independent work supervised by the instructor and aimed at instilling skills of lifelong learning. Self-study is organized in the format of a two-semester group project work and sets the following objectives: combine the conceptual and experimental aspects of the ESP course; seek new ideas on effective education from outside the field of foreign language; help students acquire the cognitive and behavioural skills that will facilitate effective action in professional situations upon graduation; develop students' critical thinking ability and master observational and analytical skills; encourage team building and group work; assist students in learning how to handle diverse background resources (textbooks, video, photo, mass media, software, Internet, etc.); practice the display of appropriate verbal and non-verbal foreign language-related communication techniques.

### **Get the Best out of Group Learning**

*Sulushash Kerimkulova – Kazakh British Technical University, Almaty*

In modern education and training, group learning has a very important role to play. Research on group learning suggests that it produces higher achievement, increases retention, and develops interpersonal skills. It has also been shown to promote higher self-esteem and foster responsibility, encourage creativity and teach students to negotiate meaning. It provides vehicle for teaching students to process skills that are needed to work effectively within a group.

In this workshop the presenter will demonstrate a number of creative techniques for organizing and managing effective group learning. Participants will be encouraged to engage in interactive activities designed to address and explore techniques related to effective group learning.



An introduction to group dynamics will be provided, looking at how students behave in groups and teams, showing how the dynamics of a group depend on such things as the number of students in a group and the way in which it is organized, and examining the different roles that people play in groups and teams, with particular emphasis on the role of the leader. Then some of the general characteristics of group learning, discussing its main educational advantages and disadvantages and examining the role of the teacher in facilitating its use will be discussed with the participants. A detailed look at the main group-learning techniques, ways of organizing discussion groups with the focus on strategies that make group learning trouble-free and profitable will be taken. Finally, main educational contexts within which group learning can be used will be examined.



## KYRGYZSTAN

### **From Trash to Treasure: Handicrafts from Recycled Materials**

*Carol Marsh – Bishkek, Kyrgyzstan*

Recycling is an excellent source of free materials for handicraft projects for teachers and their young students. Recycling is collecting materials that are going into the trash and remaking the trash into something new – treasures.

This poster session will display many ideas for easy-to-make items constructed from recycled materials such as plastic water bottles, cardboard packaging, empty matchboxes, old calendars and magazines, plastic forks, and bits and pieces of paper and yarn. A handout will give instructions for many Trash to Treasures classroom handicraft projects for teachers of young learners.

### **Will You Marry Me? Which Verbs for Future Time?**

*Carol Marsh – Bishkek, Kyrgyzstan*

Somewhere in the long history of the English language the Future Tense disappeared. As a result, today there are many ways to talk about FUTURE TIME. This poster session will display all the verb tenses used for future time, with grammar explanations and sentence examples for each. A handout will include the same information.

### **Do You Feel Angry? Helping Young Learners Deal With Emotions**

*Carol Marsh – Bishkek, Kyrgyzstan*

The classroom is just one place children must learn to recognize, talk about, and control their different emotions. This Poster Session will display ways to use magazine pictures, Happy Faces, and a child's own words and drawings to help Young Learners describe, express and deal with their emotions.

### **History and Culture through Songs**

*Aliya Ganzina - Jalalabat, Kyrgyzstan*

There are variety of reasons to use a song in the classroom, the most common being presentation of a topic or



language point, lexis and practicing them, encouraging creativity and use of imagination, bringing fun and relaxation to the lesson, and also useful methods of using music. Songs as well singers are part and parcel of the country to which they belong. They contain cultural and historical background that is conveyed to listeners through the melody, lyrics, and the style of the musician's performance.

That is why it's very important not only to learn a song, but also discuss the characteristics of the music. Discussion of the history and era of the music's creation, as well relevant slang and vocabulary is very beneficial to students' understanding of the language and culture. It will also help learners feel the atmosphere and culture of the country where songs are composed help. The examples of this work based on American and British songs are presented.

## **The New Approach of Observing English Classes**

*Jypara Ergeshbaeva - Kyrgyzstan, Osh*

In discussions at methodology trainings for English language teachers, teachers raise many problems in teaching. One of the present-day issues is Soviet-type class observation. Usually the supervisors without any prior agreement with a teacher shock them entering the class and giving oral, highly judgmental and negative feedback. Recently observing classes tends to be considered by the observees as a stressful, unpleasant, and obligatory process.

So the Osh team of teacher-trainers worked out a 3-day long training called "Observation, giving effective feedback." At this training a new approach of observing classes, tools of observing and the ways of giving feedback were discussed. We chose the most appropriate solutions and techniques in observing classes for Kyrgyz schools and institutions of higher education while developing the training. And the main goal of the training was to improve teaching languages introducing a non-authoritarian, not traditional approach of observation – clinical supervision.

A clinical supervision approach involves 3 basic steps. The planning conference is knowing and planning beforehand what is going to be observed. At the next stage, a classroom observation, when the supervisor observes a lesson, focusing on objectives agreed before. The final phase is a post-observational meeting, when the teacher and the observer analyze and reflect on the lesson. The teacher must be open and willing to accept honest feedback whether it is positive or negative.

In conclusion as the observation of lessons is one of the teaching improvement tools, and it is used so often while teaching practice, we have to make it more beneficial and enjoyable for educators. And these ideas are spread and discussed at our trainings in the south of Kyrgyzstan. Teachers start to use and benefit from using a clinical approach of observing.

## **Motivating Students through Collaborative Writing**

*Djaliev Azamat Batyrovich - Osh, Kyrgyzstan*

Collaborative writing presents not only a highly motivating learning experience for EFL students but also a creative pedagogical tool for teachers. This type of activity can yield multiple positive results, including peer cooperation and increased motivation. When students work together on a writing assignment, they learn from each other and edit each other's mistakes.

First of all, what is collaborative writing? In essence, it means that the student teams up with one or more peers to go through the writing process of brainstorming, organizing, outlining, editing drafts, and agreeing on the final product. As students become used to collaborative assignments, the possibilities for cooperative learning become endless. The benefits of collaborative writing activities in language teaching are numerous. First, collaboration promotes individual participation, increases self-confidence, and encourages productivity—all of which are realistic and worthwhile goals for the teacher. It is often more difficult to accomplish these goals when students are working individually, especially with large classes and shy students. Second, teamwork enables students to learn from each other and stimulate each other's sense of creativity. Third, the activity can be fun, which should always be a goal of instruction. By sharing and working together, students will find that writing can be an enjoyable



activity that allows them to express their ideas, even in poems, as they never thought they could. Now that's a good feeling!

## **Implementation of Interdisciplinary Education in High Institutions**

*Jeenbekova Gulmira Toktomamatovna – Osh, Kyrgyzstan*

Today the necessity of interdisciplinary education of young generation is actual and objective and the process of teaching is necessary to build in such a way that students coming in the hard and contradictive world could have to concentrate in it, to see progressive sides of development, they should be inspired to contribute in the full change of surrounding reality. And that will help students to realize that they are the real part of the society and it's up to them to build what society they will lead to – to the true democracy or the so called 'vision of it.'

Through experiencing many changes in their lives and entering a period when they are given, more freedom, more rights and more opportunities people (especially young people) are now able to simulate and experience the kind of world they would like. Most of the young people do not know that they are going in the proper direction, what morals guide them in their passage. Norms change with time and place. While teaching students AKHP courses ("Humanities") I realize that they have different, and often opposing attitudes to the family, society, aesthetic sensitivity, more over, time adds its own distinctive features to this problem. Teaching these courses I realize that teachers are more responsible in shaping students' ideas, personal attitude to the people next to them, in developing their critical and creative approaches, because some argue that the world is becoming multi-polar and pluralistic, and our outlooks are taking on more local points. Accordingly, education must be multidimensional, broad and cover many cultures. These courses have material (texts, case studies, video films, documentary films, slides, etc.) for interpretation from different Islamic cultures, as well as various European, Chinese, Indian, and Japanese cultures; consequently, teachers will motivate students to look at the past, present and imagined cultures and to examine how they have changed, across time, and space. These courses will give teachers the opportunity to motivate students to study the human condition, the different elements that make us think who we are: our history, our beliefs, our practices, our hopes, and our fears. But within the Humanities, we both, students and teachers will search for the answer of a very basic question: what is the relationship between individuals and our societies?

These courses comprise interdisciplinary courses created to address issues that cross the transmission of cultures and the communication of ideas, cultures, social innovations, globalization and civil society which will contribute to the increase of individuals' independence and responsibility.

## **The Effectiveness of Teaching English Language through Culture**

*Aziza Nurueva – Faculty of World Languages, Osh State University, Osh, Kyrgyzstan*

Learning culture in a English lesson was the best way for students to rise their awariness of the culture. It is benefit for students in their leaning English. Learning different kind of cultures help students to enlarge their knowledge of culture and identify to understand their own culture. My paper describes how I and my students get success through culture in learning language at the lesson. They study different kinds of culture and use it in their own real life. Activities help them understand and speak about the culture. Learning culture is important for learners to take more responsibility in the classroom and other places. It will help them understand and remember new culture better. They identify and recognize their knowledge about culture, enrich and adopt their speech during learning English language. It's interesting for learners and give as much information as possible about the culture. They learn how to speak, how to compare and how to represent some ideas effectively. I prepare a description of some real life problems at the lesson when I teach them culture. My paper will describe in what way we get success in learning language and including different kinds of activities bring benefit for my students and me. Also, my paper will analyse effective ways of helping students, enlarge their speech about the culture in learning English language. It will benefit for my colleagues and students and give complete information about the concept of culture and effective techniques in teaching culture.



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## **Learning To Be Good Citizens**

*Svetlana Poluektova - Kyrgyzstan*

The objective of this presentation is to learn being good citizens. This workshop is created to help teachers and their students: to develop an understanding of the importance of citizen participation; to broaden knowledge of citizenship and governance; to enhance their critical thinking skills; to deepen their understanding of how people can work together to make our communities better; to practice social and political actions through playing games and role-play.

This presentation is focused on Civic Education. Civic Education is important in preparing citizens to participate in their government and the reasons why they should participate. Government cannot do a good job if citizens do not participate. It will only succeed if the citizens are good citizens, if each citizen works cooperatively with the government and each other for the good of the whole community.

## **Some Innovative Methods for Comprehensive English Teaching to Develop and Improve Speaking Skills of Schoolchildren and Students**

*Anara Tologonova - Children Center under the  
Ministry of Education, Bishkek, Kyrgyzstan*

Knowledge of a foreign language requires efficient teachers. The term 'efficiency' has become a part of the fast developing educational organizations, business and economic areas and of every human being. If there is no efficiency there is no progress; this may be appropriate for the language learning as well.

The information techniques as a powerful learning tool can make an English teacher's job very easy, interesting and active. First of it's very useful to develop any skills of students and it's the top of new teaching nowadays. The information techniques are the multimedia programs that include many variety exiting and combined themes such as vocabulary developing, grammar steps, spoken activities, and etc.

The activities that I am going to present to my colleagues can encourage students to do extra practicing of their English, play games, to develop their memory, good writing, correct using of grammar tenses of the English verbs, also it can teach them how to motivate statements.

I'd like to share with some of my activities very often used in my classes and they are really close to triangle skills: understanding — thinking — speaking. They are really important activities because they bring together all abilities: reading, listening, writing, speaking through understanding and creating. I hope these activities will help to innovate the modern English teachers' lessons and to develop their conversational English that will have been staying as the main question in linguistics.

## **English Around Us**

*Jolchieva Aynuru Alibekovna, Senior Teacher and Trainer of Kyrgyz  
Academy of Education, Bishkek, Kyrgyzstan*

Elements of foreign speech, especially English penetrate through our life in connection with the expansion of international contacts. Import of foreign goods, market relationship, joint companies' formation and others contribute to the English expansion. Foreign advertisement researchers note, that people try to find new, unexpected nominations in order to attract customer's attention. They take it from three sources:

- a) creating new nominations on the base of their own language, followed by spelling changes
- b) treatment to folk and history (using archaic, dialectal forms)
- c) using foreign language



The last one is extremely typical for many European countries: real strength of English is seen there! Some years ago French parliament adopted new special law using only French in order to avoid large penetration of English into their country. We also come across to English expansion in our country. It goes without saying; the sociologists should study its reasons and causes for national culture and language. I want to draw your attention to English expansion from another point of view. Not only our students, but all people regularly see inscriptions, advertisements in English everywhere. How to make from “harm” good and together and to use these facts in order to learn English, to increase students’ motivation. There are much works written about English language penetration into our life and culture. I am not going to tell about activities especially directed to learn English (so as TV programs in English) but try first number the spheres where young people can see the facts of English. Surely, it is: popular rock groups, American films even with translation. News programs, even also with translation, but one can catch some separate words.

Nowadays we usually watch American films, even if it is translated, nevertheless English speech is heard. News programs are also retranslated from the USA, from Great Britain can catch the meaning of separate words or the whole phrases in original language. Especially we pay attention to the fact where English is used as the means of treating people, to attract someone’s attention. First of all, it is an advertisement spread over the country nowadays. While watching TV during ads pause we can often see English words. There are many English names in newspaper ads also, for example: “Elite Micro technology” (name of firm) “National” (name of video camera) sometimes the whole line entirely is in English. Goods with etiquette, shop signs, instructions and advertisements in English appear in public places.

For example: “No smoking; Exit; Fasten seat belts; Closed; Open; Some instructions on keyboards: Push; Stop; Low; High; Light;”

The signs on the objects keep information about producers or quality of the clothes, about how to manage it: “Made in Japan; Manufactured in Germany; 100% cotton; Wash 30-40°. Other marks are only “deco rational”: the fashion of decorating garments with different signs as an advertisement, kinds of slogans, sometimes geographical names or funny words; for example: Montana; Texas; Beatles; Love me; Star wars; Drink Coca-Cola; Basketball Sport Shoes; US best; We can see these signs on any goods usually these are recommendations to the customers, for example: Don’t wipe; Rinse only; sometimes these are ads like: “Carry What You Wish; It Won’t Let You Down;” It appeared many shops and enterprises with English names; “Irish House; McDonalds; Intershop; Duty-Free Shop; Joint Venture;” but usually these are small shops and boutiques named like: “Consumer Goods; All for you; Souvenirs; Presents” and so on. The idea of these signs is to attract foreigners, to advertise and to be in fashion. One can add some adopted words from Russian: for example: “It was a show (шоу); Lets buy a hamburger( гамбургер); To watch(видео); To buy a bestseller;( бестселлер )It was a hit!( хит ).” The teacher can stimulate students’ motivation of learning English. So, they surely know that English is necessary not only for reading texts, but for grasping words around them. There are some questions connected with the usage these facts in teaching. Sign analyses show, that we have three main ways of foreign words semantization. First, translation: for example: “World Bank,- Всемирный Банк ,Wall Paper from Spain- Обои из Испании .Art Gallery Today - Галерея Сегодня .”

The second one is-illustration: The sign on stall “Ночная торговля” corresponds to English “Night Shop” and it doesn’t mean “trade” but “shop”. Another sign “Open 9-19”-lunch hour 14-15. Closed: Sunday.- Открыто 9-19. Перерыв на обед 14-15. Выходной : воскресенье .” It is clear that if it is открыто in two languages given by the similar grammar form, the word “closed” means in Russian “week-end”.

These signs are interesting because of ads originality, difference in treating people and its influence. For example: in our every day life our concert presenters always say: “actor T acts for you...”

The word for you appears more often in our ads also” Amigo Makes Your House Nicer” Art that Just Happens to Be Wall Paper. Sometimes these phrases remain not translated. Nevertheless it is useful to pay attention to authenticity of foreign language.

However we should mark some negative points of this material. There might be mistakes in these signs. Less of them are deliberate: foreign ads usually come across spelling modifications of the words or to other language turns



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in order to attract peoples attention. It is inconceivable that it might be just sign author's ignorance. The teacher who wants to use this material should warn students and correct mistakes.

The mistakes are divided into three groups:

a) Transcription mistakes:

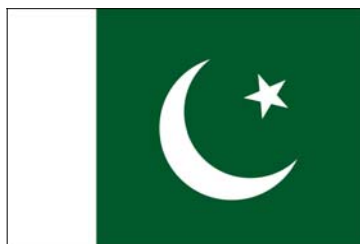
b) Our students know the rules of Russian words transcription badly. There are some students who cannot write his or her name in English. Moreover we should note about wrong transcription which can be seen in the street. For example, the word "militia" is transcribed wrong, because the letter "и" is reproduced with "ts". So, only letters are transcribed but not words.

b) Wrong writing of the English words: the word "phoenix" means "miracle" but the enterprise owners wrote it like "fenics" making three mistakes in one word.

c) Grammar mistakes: The word "Presents" (подарки) is written in plural, but we saw the word "Present" in singular, which is not correct in this case.

In conclusion we should say that the material given in this article can motivate students to learn English and assist to liberalize their philological and general education.





## PAKISTAN

### **Computer-Assisted Language Learning (CALL)**

*Abdul Majeed – Islamabad, Pakistan*

With the advance of computer technology and the growth of interest in the use of computers for education, it is necessary for language teachers to become aware of the application of computers in second language learning and teaching. In other words, language teachers need to know about the basics of Computer-Assisted Language Learning (CALL) in order not to be left behind in the use of instructional technology for enhancing learning and teaching.

In my presentation I will share an internet tool where it becomes possible to incorporate the use of technology to the teaching of a foreign language. Teachers can also enhance their classroom lessons through the use of Internet projects. That is, they can use the Internet to link their students to other classes to work collaboratively to further enrich any topic they are learning. This creates the "shared learning" environment around classroom instruction. Many places on the Web can help teachers engage in such activities. The number of educational tools and Web sites are growing steadily and more and more teachers around the world are using internet for language teaching. 'Filamentality' in particular has been an easy to use internet tool where teachers can lead their students to the websites which can supplement their classroom teaching. This tool 'Filamentality' has gone on to help teachers and students from around the world learn via the Internet.

Teachers anywhere in the world can search for activities that will engage students in meaningful language learning activities and pile them up on a single starting point for their students from where they can go to all these sites chosen for them by their teachers. This tool provides the opportunity for teachers to regularly update this page to keep up with the pace in their classroom progress. In this way teaching becomes interesting and regular changes in the available resources keep the students curiosity aroused.

### **Creative Use of Global Media in English Language Teaching**

*Shujaat Hussain – Islamabad, Pakistan*

This paper purports to explore and examine the possible uses of global media like television, movies, internet etc. in enhancing the learning capacities of English language learners throughout the world. English has gained a worldwide popularity and currency in the wake of globalization. Global media which tends to be predominantly in English can create new markets for itself by helping to enhance the learning of English. One way in which the problem of a plethora of accents can be solved and at the same time the understanding of a particular standard international language can be solved is by offering subtitles of all the programs broadcast on satellite channels. It is a matter of common observation that a greater exposure to media leads to an enhanced language learning capabilities. What can be the role of English teacher in such circumstances? Can he/she afford to remain indifferent to such learning that is already taking place independent of him or her?



My contention in this paper would be that the teachers should encourage such learning and facilitate and orchestrate it rather than stay indifferent to it. They would soon assume a higher expertise in language and work towards language for specific purposes and would be teaching language for academic purposes once English language's popular media use is widespread. This paper would also explore the reasons why the full potential media mediated language learning has not been exploited hitherto. It would focus on the ways and means to remove such obstacles. It is a matter of common knowledge that alien ideas from other cultures encapsulated in a foreign language need to be creatively appropriated before they can be assimilated therefore we shall see how an English teacher can creatively employ and make his students absorb English to suit their local needs.



## TAJIKISTAN

### **Why Bother?** **Student Feedback in the Learner-Centered Class** *Natalya Saltaeva - Dushanbe, Tajikistan*

The purpose of the session is to introduce various techniques for gaining both formal and informal feedback from the students at different stages of the lesson and the course. I see student feedback as a useful and necessary way of gathering information on the effectiveness of our teaching as well as students' learning.

The poster will include samples of the assessment tools that teachers can apply during the lesson – “Thumbs-up and thumbs-down” (students evaluating activities visually using their thumbs), “One-word circle” (students use one word to share their feelings); after the lesson – “A minute paper” or “Telegrams” (weekly notes to the teacher), at the end of the week – “Feelings graph” (students' graph of impressions of the lessons) and “Suggestion box”; mid-term and final assessment tools such as questionnaires and others.

The poster will include samples of my students' dialogue journals which I see as a means of collecting continuous feedback. Students were asked to write about any of their concerns about teaching-learning process. The presenter and the visitors to the poster session will discuss and analyze the feedback from this Intermediate level course. The other part of the poster will be devoted to the principles and general guidelines of gaining student feedback as well as responding it. These guidelines help teachers know how to design tools for collecting and processing student feedback.

### **E-Learning:** **Using the Internet and Multimedia Applications** *Rustam Tajibaev - Kurgan-Tube, Tajikistan*

Teachers, learners and schools are now exploring the ways that they can benefit from availability of computerized world and the Internet. Its accessibility and user-friendly nature with powerful graphic capabilities made it possible to carry traditional teaching practices to online environment. With its digitalized text, video, audio, animation, and virtual environments, online learning can offer a more motivating way of training than students might experience in a crowded classroom. It is also well used to support and provide guidance to the teachers in teaching methods and practices, including online courses and trainings. With the obvious advantage of flexibility of using the Inter-



net and digitalized media, instructors should consider the enhancement of contemporary teaching practices. Therefore, the opportunities to use the Internet and multimedia computer applications at schools should be explored.

### **Self-Access Language Learning (SALL) and Learner Autonomy**

*Shodigul Aslamshoeva - Tajikistan, Dushanbe*

Self-access activities allow students to experience responsibility for their learning. As a result of taking responsibility they gain a deeper sense of achievement in their learning. It will motivate them to continue self-access language learning, moving towards greater autonomy in their learning.

### **School English Club**

*Sultonova Rano – Kairakkum, Tajikistan*

The idea of organizing the English speaking club was born much longer ago than it really was organized. But we (English teachers of our school) decided to gather volunteer pupils who were eager to develop and enrich their knowledge of English as two hours a week for learning English was too little.

This club is an essential course. It is based on all the work covered in the lessons. It gives pupils an opportunity to use what they have learned in their lessons in an unconscious way, and they use their knowledge in freer and more personal way with less control by the teacher. It provides an opportunity for all pupils to work at their own level; strong pupils will produce longer, more complex work as they fulfil the task, weaker pupils will produce shorter, simpler work. Club gives pupils an opportunity to communicate role-play and read and analyze articles, letters, stories and poems, and make posters and programs. They cut out and draw pictures, maps, and organize interviews, etc.

Another very important thing is the choice of the theme for learning. In the club pupils can choose the theme themselves. In 2003 Relief International Schools Online connected our school to Internet. And this gave us an opportunity to teach English online, to learn more information about English speaking countries, English and American literature and get other interested in material. Also pupils can use Internet to find material for their research work themes. In our school there is a tradition to hold an annual conference in English language. And it is the second year where the members of our club make impressive reports on different themes.

### **Creating Stories with Children and Students.**

*V.A. Yakubova - Dushanbe, Tajikistan*

In this proposal I describe in detail one of the ways of developing speaking and writing skills in creating stories together with children and students. Creating stories is grounded in the student's ability to create a story from their personal experience. In creating stories such problems are revealed: a) fluency, b) whether the students have enough language to create the story, and c) accuracy.

I describe and solve the problems in all the stages in creating stories: sudden ideas, questions, characteristics and peculiarities of all the characters of the story, give a short description of the project in creating stories, explain and show the differences and similarities of the characters, etc. In my proposal there are some examples of quick-time stories and long-time stories, such types of stories as Chain story, "If" stories,

Fortunately/unfortunately stories and others, such version as a story-dialogue "Buratino and Pinocchio's meeting" and the version of the story of the advanced group of the students of Russian-Tajik Slavonic University, International Relations Department "Differences and similarities between the work of Foreign Office in England and US Department" which includes main facts in the work of two institutions.



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## **Using Literary Texts with the Students at Intermediate Level**

***Zarrina Devonabekova - Khorog, Badakhshan, Tajikistan***

By exposing students to the rich language awareness their overall knowledge of how words and grammar can be used. By presenting students with the complex themes in the literary text we can motivate them to reflect imaginatively on their own experience and on that of writers in different societies.

By gently encouraging students to make their own interpretation of a text we can develop their confidence in forming well-reasoned interpretations of the language that they read and hear. These texts were chosen not only for their relative linguistic simplicity but also because they embody themes that should appeal to students from different cultures around the world. The range of the texts reflects the rich variety of writing throughout the English-speaking world. We teachers should encourage students to try to guess the meaning of the words from context while reading and to use the notes in the panel only after having done so. Our students at the intermediate level need to feel to experience and enjoy the creative language of literature without being overloaded by literary language.

## **Teaching English through Songs**

***Zulaikho Mazorova - Dushanbe, Tajikistan***

Teacher will be able to demonstrate techniques of using songs in different ways to teach grammar, vocabulary, pronunciation and community building because the students like songs and they motivate the students to learn the English language in an interesting way. Teacher will elicit students' ideas about the song through activities such as prediction, mind maps, word splashes, etc. Students discuss questions such as the feelings in the song, what will happen next, etc. and write responses to teacher's dictation. Students write and present how the song makes them feel and then draw a picture of their feelings while listening to the song. Teacher leads discussion of how to choose songs and presents available resources such as internet sites. Teachers respond to this presentation and ask questions. Presenter elicits feedback from the group.

## **Teaching English for Specific Purposes:**

### **Reporting on Diplomacy**

***Barno Kosimova – Dushanbe, Tajikistan***

The workshop offers some teaching ideas useful for ESP teachers. By the end of the workshop participants will understand that though there are important practical ways in which the work of General English teachers and ESP teachers differ (such as importance of needs analysis, syllabus design, adaptation or writing materials), ESP teachers deal with the same areas of language and skills that General English teachers do. Most of the skills and teaching techniques used at General English classes are adaptable to ESP. At the end participants discuss how the tasks can be adapted to suit the specific needs of their learners.

## **Internet and ELT:**

### **Using E-tools in ELT**

***Ibrahim Rustamov - Tajikistan***

The Internet is a very useful tool for teaching English. Teachers can use it for gathering information for their classes, including teaching plans and materials for classroom use. They can subscribe to mailing lists or be members of forums related to TEFL where they can exchange with ideas and views, ask questions and learn from other teachers around the world. They can subscribe to electronic journals or newsletters either by e-mail or using the World Wide Web and keep up with new trends of English teaching, finding new or interesting publications and opportunities of different professional developing, as well as about partnering with other schools around the world.



## **Developing Students' Speaking Skill and Individual Accountability through Working Cooperatively**

*Kimiyo Alibekova - Khorog, Tajikistan*

Language is best learned through the close collaboration and communication among students. There are many cooperative learning approaches but as the time of presentation limited, I am going to talk about some approaches, which I think are relevant for students speaking skill and feeling accountability during cooperative working. These are "Numbered Heads", "Round Table and Round Robin", and "Inside/outside circles" that I want to make in power point presentation.

## **Project Lesson – Its Objectives, Organization and Results**

*Madhzidova Robiya - Kairakkum, Tajikistan*

The project lesson is a new approach to teaching English in Tajikistan. I (I'm one of the authors of English textbook Highway to English) got introduced to this approach in one of authorship trainings I took part in and I decided to experiment this in my class. The results I've gained are wonderful. And I want to share with my colleagues my experiences (project work samples will be displayed).

Projects are longer activities. They give pupils an opportunity to use all the language they have learned during the unit (and other units.) in a free and creative way in longer stretches of communication. Projects are also a way of helping pupils to revise what they have learned – pupils can look back over the material to find the information and language they need. Besides linguistic aims, project work also teaches social and managerial skills. Pupils work in groups independently to complete their projects. This trains them to work cooperatively, to take responsibility, to organize and manage their time and their work. Projects cater for all abilities. Stronger pupils have the opportunity to use all the language they know. Weaker pupils can use the language introduced in the unit. Project activities can be noisy because groups must discuss what to do. Teachers are strongly advised to follow the steps for the project given in the detailed lesson plans. This will help to ensure the project work goes smoothly.

In project work pupils produce posters and booklets in their groups. Pupils present their group work to the rest of the class, display it and talk about it. The pictures can be stuck on the blackboard, but sometimes this not convenient. Instead you can take a piece of string in the classroom. Fold the papers in half or pin them onto the string so that every pupil can see them. If it is possible to have a large for project papers, this is ideal. Keep the posters after the project to decorate your classroom and for school displays. As you know, every teacher must give a demonstration lesson, so you can use the project lesson and invite teachers to participate in the lesson.

Pupils learn to self-evaluate during project work. Pupils take notes during the presentations, assess each others' work and then decide whose work is the best and award medals e.g. for the best oral presentation, best handwriting, etc.

## **Poetry Trail: Natural Environment through Poetry Writing**

*Maria Dolmatova - Dushanbe, Tajikistan*

Since the dawn of time, the natural environment has inspired people to express their feelings in poetry. Poetry is also a creative outlet for expressing feelings about any aspect of the environment, including how people feel about environmental problems such as deforestation, air pollution, and population. Poetry can also help build language skills and the ability to express feelings through writing. Take the class outdoors. Designate four different writing stations within the area. It could be four spots within an evergreen forest, in a grassy field, under the willows, in a woodlot, or in a city park. Divide students into four groups and send each to a different writing station. At each location, have students use one specific sense (hearing, sight, touch, smell) to explore the area and develop a list of descriptive words, based on that sense. Encourage students to use a different sense and a different poetry style at each station. At set times, rotate the groups so they have a chance to write at all stations. Once all stations have been visited by all groups, share some of the poems as a class. Have your students pick at least five new words from a thesaurus and write a poem that summarizes the day's experiences.



### **Out of Class Activities**

***Mirzokhonova Matluba – Khujand, Tajikistan***

The quantity of the activities I perform with my pupils is exceedingly great and every time when we attempt to create any project or organize any club, we initially endeavor to assume about the shortcomings or errors the pupils do and have within expressing and showing their knowledge. Consequently, I would like to make a briefing on these things and share my experience with others. You know, every project and idea that I realize is based on the reality. As for instance, we have some subject clubs that are being studied by my followers in English and I am sure that we settled to have them, because we have some students who do not know the mentioned things on English. “Cleverest Student” and “English Vocabulary Staff” also denote essentially in the school-lives of the learners. The pupils can without problems learn some new information, data, word combinations, and expressions that are necessary in pupils’ daily use. However, the most interesting and attractive union, that differs from other ones, is “Leadership Club” that has an immense influence due to extraordinary methods and tactics that assist students for developing their outlook and sense of accountability. The idea or the basis of this club came at the result of students’ irresponsibility and lost feeling of duty that ought to be felt by every persona who was planning to reach something, since it is excessively important to push people to that. Therefore, when I felt the inconsistency of the students I decided to organize a union that would be able to work independently and precisely friendly like one team. On my way, I wanted methodically to contact pupils’ apprehension and give them needed things.

### **Error Correction**

***Musalama Hamidova, Mavjuda Hojjeva, and Gulzira Karimova –  
Rudaki region, Dushanbe, and Bohtar, Tajikistan***

We want to do team-teaching based on error correction. It is one of the most essential topic of teaching and learning English in an involving way without any hurt and humiliation. During this session we are going to present some activities where students work in groups and in pairs. Those kinds of activities we are going to present include themselves several kinds of new techniques and types such as “Dictoglass, Peer correction, Self correction and dictations.” These activities will take place as games, where no one is hurt and no one humiliated or ashamed. Even week students can participate as active ones and they learned from each other helping one another correcting the errors of their friends in general. Moreover we three teachers do our best to share our experiences on this topic, how we organize them in our classes with our students where the students do them with great pleasure without noticing the time finished. Because during the whole session they are very busy without any outside forcing or order. As you see the activities which we have chosen are based on student-centered ones as new methodology of teaching English language requires easy teaching and learning the language. Here the teacher feels himself to be a monitor and observer.

### **Collaborative Workshops: Local and Foreign Teacher-Trainers**

***Lori Fredricks - Dushanbe, Tajikistan***

Many foreign EFL instructors also work as teacher trainers in collaboration with local English teaching professionals. This type of collaboration results in benefits for both types of educators. Foreign instructors generally share new teaching methods, such as CLT or Communicative Language Teaching methods while gaining insight into local instructors’ practices. The foreign instructors also gain valuable cultural knowledge when working with local colleagues who help them choose appropriate practices for the local learning environment. Thus, this collaboration often results in a shared eclectic approach to English education that is a blend of communicative methods and more traditional teaching methods.

This poster presentation will highlight examples from collaborative workshops with local and foreign EFL instructors in Tajikistan. The presenters have conducted a series of workshops at the Teacher Retraining Institute in Dushanbe, Tajikistan, which has weekly long-term training activities for Tajik teachers. The workshops were designed for new and experienced local primary and secondary English educators. The sessions involved discussing articles about new communicative practices and having trainers and teachers give mini-lessons to illustrate how



they incorporate new methods into their teaching. The presenters will share handouts of materials used in the training workshops and discuss ideas for ongoing projects with local and foreign trainer partnerships.

### **Using an Interactive Approach to Teaching Reading**

*Lori Fredricks - Dushanbe, Tajikistan*

This poster presentation will focus on the use of extensive reading in both EFL classes and reading clubs. Current extensive reading methodology focuses more on reading for meaning and less on analyzing the structural aspects of texts. Whenever possible, students select the texts themselves and the classroom environment is student-lead rather than teacher-centered. In addition, the instructor encourages students to view reading as an interactive rather than passive process.

Extensive reading courses involve reading numerous texts both in and outside of class. Though the main goals are increasing students' interest in reading and overall comprehension of texts, the in-class activities may be designed to develop students' writing and speaking skills as well. Extensive reading courses typically involve pair and group work and discussions about texts that go beyond simply retelling by delving into students' personal reactions to texts. Though vocabulary building is included, during these courses, students often realize that they do not have to understand every word in the text to comprehend the overall meaning. Thus, students may gain confidence in tackling authentic texts. Teachers can design extensive reading courses and clubs that help students find and articulate various types of connections with texts, including text-text, text-self, and text-world connections. Further, instructors can provide a number of engaging activities such as writing author interview questions and dramatizing scenes from the texts.

The presentation will display examples of extensive reading activities and focus on how teachers can implement an interactive approach to teaching reading with English novels and short stories. The activities will include ways to approach vocabulary instruction through reading as well as ways to engage students in reading and promote student-lead discussions about texts. The presenter will provide copies of materials that can be used with any type of novel or longer texts, sample short stories, and handouts outlining criterion for text selection.

### **Encouraging EFL Students to Write: A Cross-cultural Pen Pal Program**

*Lori Fredricks - Dushanbe, Tajikistan*

Of the four skills included in EFL courses, writing tends to be the most often neglected. Unlike speaking, listening, and reading, writing is often viewed as daunting by teachers and students and is thus overlooked. When included in the curricula, writing is generally presented in a very formal format such as a five-paragraph academic essay or a highly structured grammar activity. As a result, many students perceive writing as tedious and boring. Similarly, instructors may avoid teaching writing if they find it disinteresting or tire of the heavy load when grading.

Fortunately, there are various ways to encourage students to write that allow them to see writing as a tool for authentic communication. Many English teachers around the world have begun using pen pal networks as a way to motivate their students to write. Cross-cultural pen pal programs involve exchanges between English language learners and friends/pals in other, typically English-speaking, countries using email or other internet-based formats. Such authentic communication helps students understand the concept of writing for an audience and encourages them to use new words and idiomatic language in their writing. Students also learn to proof their writing for grammar mistakes in order to be understood. Thus, grammar is practiced in a meaningful way rather than through drills or decontextualized textbook activities.

The presenter will explain how teachers can set up a pen pal program with their students by sharing her experience with Tajik students and American e-pals. She will discuss the results of her students' pen pal program and explain how she dealt with common limitations (such as lack of internet access and students with little computer experience). This poster presentation will further illustrate the benefits of a pen pals program and demonstrate how instructors can use pen pal interactions as a relevant and engaging course supplement.





## **TURKEY**

### **Learning How to Fish: The Relation Between Learning to Learn and Critical Thinking Skills** *Hasan Badir - Balcalı-Adana, Turkey*

Researchers have agreed that no matter what we are doing, good thinking can help us overcome whatever problem we are facing. On the other hand poor thinking causes problems, even makes the problem worse, wastes time and energy, and impairs our reasoning.

What makes the difference between the good thinking and poor thinking lies on the fact that good thinkers make use of the thinking they are capable of, whereas poor thinkers do not.

In preparing our students for life and for rapidly changing world, it is vital that we be aware of what society needs and what we are providing. It is clear that there is a shift from traditional schooling which aims to educate students for what society needs to a new system aiming to enable our students gain such thinking skills as interpreting, analyzing, synthesizing, and evaluating. In other words, we should help our students become critical thinkers who fulfill the societies' needs.

In our courses, we usually focus on the content of the course and expect our students what to think about. We do not specifically teach critical thinking skills (CTs) which help them interpret and evaluate what they are learning. If we do not infuse CTs into what we are teaching, our students cannot learn ideas in a meaningful way, they only memorize important information without being aware of how to alter and improve it.

Educators have become aware that having the students do whatever we want them seems to be unrealistic. Students can be equipped with the information which might be sufficient, but it can be limited for most of the time in the real life situation if it is not modified with correct and appropriate knowledge. Critical thinking provides correct thinking in order to make use of relevant and reliable knowledge about the world.

The aim of this study, therefore, is to elaborate the role of critical thinking in English Language Teaching (ELT) education and to discuss the relationship between study and CTs. Our goals are to find out whether or not ELT students are aware of CT and CTs, to find out whether or not they would be aware of and would be able to use CTs, and to suggest recommendations.

### **Once Upon a Student's Class: Using Fairy Tales in Writing and Reading Classes** *Maria Guglielmino-Iskenderoglu – Istanbul, Turkey*

This workshop will discuss the theoretical underpinnings of using fairy tales in the foreign language classroom and provide anecdotal evidence in order to show that fairy tales are an appropriate methodology. Finally the presenter will provide participants with the chance for hands-on participation in creating their own urban fairy tales and will



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ask participants to give their feedback on how the methodology can be applied to their own teaching situations.

Fairy tales are common in every culture and the same story exists in many versions. This makes fairy tales ideal for using with second language learners. Fairy tales involve real people or a typical situation, use unusual occurrences or humor to resolve an issue, uses common spoken language, and makes a point about life. Using material that is already familiar in their native language helps students reduce their affective filters.

Fairy tales can be used in a variety of classes. Students can use them to create stories, dramas, images, share memories and life experiences, and write narratives based on unresolved life issues. Fairy tales allow students to find and learn to develop their own authentic voices. When used with cooperative learning, fairy tales allow students to learn both joint planning and individual accountability.

Use of fairy tales can help students with a neglected area—their inner intuitive and image-making abilities and emotional states. When we help students learn to reach these inner resources, we can begin to reach a greater understanding of how cultures are related and get students joining in projects that help their reading and writing abilities while having fun.

### **Literature Circles: Solving Student's Reading Problems**

*Maria Guglielmino-Iskenderoglu – Istanbul, Turkey*

This workshop will discuss the theoretical underpinnings of using literature circles in the Foreign Language classroom and provide anecdotal evidence in order to argue that literature circles are not only an appropriate methodology, but also a vital one. Finally the presenters will provide participants with the chance for hands-on participation in a literature circle group and will ask participants to give their feedback on how the methodology can be applied to their own teaching situations.

Literature circles, although quite common in the L1 classroom, are less well known in the field of second language learning. Literature circles are small student-centred reading groups, which provide a specific framework, which allows students to have real, meaningful discussions on the topic at hand. Literature circles are also fun, student focused reading and discussion groups, which magically transform any reading text from a boring, tedious, teacher-fronted lecture into a lively student driven interchange.

Literature circles promote rigorous learning, improve cognitive reading skills, allow students to bring their own experiences and culture into the interpretation of the text and minimizes the embarrassment that many students experience when they are called upon to offer their opinions in front of an entire class. Because literature circles are based upon the concept of small groups evolving into larger groups the student's attitude towards taking risks publicly evolves along side it. Even the most reticent of students is likely to find himself, almost without realizing it, making confident public statements or offering his opinion.

### **Promoting Study Skills in Higher Education**

*Maria Guglielmino-Iskenderoglu – Istanbul, Turkey*

Students in Turkish Universities have poor study skills. They generally don't begin to study for an exam until the night before. Part of the problem is that none or few of their teachers traditionally teach study skills in the classrooms. Successful students are those who have family that is interested in education or they stumble across ways to study that work for them.

This poster will give helpful information for teachers to teach their students in the classroom about time management, note taking, SQ3R, a reading and study system, strategies to use with difficult questions, helpful ways to remember, and tips for better test taking.



These techniques have been presented in three seminars. Two to English instructors and one to second, third, and fourth year English Language and Literature students. When teachers become aware that there are simple ways that they can help their students with study skills and implemented these skills in their classrooms, their students become more active. Students who attended the seminar and began to utilize the techniques said that they were more aware of how they spent their time and how to schedule study time before exams. They also said that they were memorizing less and learning more.



## UZBEKISTAN

### **Web-quests Help to Develop Different Skills in EFL Classes.**

*Svetlana Kolotushkina – Ferghana, Uzbekistan*

There are some students who are not always interesting in learning English but they have to do it because of some reasons. A good teacher is one who makes lessons interesting even for lazy and ungifted students. So, if you want to be this kind of person, you should integrate into your lessons internet technologies. As an EFL teacher in senior classes I use on some of my lessons Web quests. It is a best way of involving students, making them interested in the lesson. With the web-quests students can develop lexical units, grammar points, speaking, critical thinking, reading and cooperation as well. Even if teachers don't have access to the internet, they can make lessons using web-quests even without computers.

### **Teaching Across Culture**

*Victor Bychkov - Kokand, Uzbekistan*

This presentation will include experiences in getting students accustomed to be taught culture. The participants of this presentation are going to be familiarized with the five C's chain that can help to understand who we are and who we may wish to become among others in the world community. Because we are different, the question is how to help students discover what they need to look for in learning English. The way the students can be oriented through creativity in language learning to identify similarity to or difference from another culture, maintains interest in appreciation of another culture. Students' knowledge and activities let them understand culture patterns and cross-cultural activities motivate the students to be doers of activities not only be spectators. My experience can show ways in which cross-cultural education may be relevant to the classroom teacher to prepare young people to respond in our ongoing world.

### **Using Critical Thinking Activities to Teach Culture in EFL Classroom**

*Gulchekhra Makhkambaeva & Gulnara Ergasheva - Tashkent, Uzbekistan*

This workshop brings together the views and experiences of two teachers who have implemented cross-cultural education in EFL courses. They find that many high school students lack intercultural skills and appreciation to diversity and this causes problems in the school environment. Failure to recognize the roots of cross-cultural issues leads to building stereotypes and prejudice in students. Is there a way to address this challenge?



The session discusses using critical thinking activities to introduce students to cultural diversity around the world, give students a set of skills to interact successfully with those different from them, as well as develop awareness of cross-cultural issues. The presenters will provide guidelines for using this tool and share their experiences using it in the classroom.

Attendees will be able to analyze some typical cross-cultural issues that may develop in a secondary school through participation in various practical activities. Questions will be answered throughout the presentation.

### **Enhancing Students' Motivation to Reading through Joint Reading Project**

*Gulchekhra Makhkambaeva - Tashkent, Uzbekistan*

Using the example of a joint reading project between high school students in Tashkent, Uzbekistan and Hardin High School in Hardin, Montana, USA, the presenter discusses the ways of making the teaching and learning of literature more meaningful and motivating. The project allows both American and Uzbek to realize that the diversity of opinions reading causes is natural and the way people judge on literature reflects their background and belonging to a particular culture.

It is natural that after having read a literary work we tend to share our impressions about its moral issues, discoveries, expectations, fantasies, images and evaluations with others. Unfortunately, it doesn't happen in the classroom most of the time because of the lack of interaction and effect of the teacher-centered approach overuse. Organizing the joint reading project we aimed this nature of reading and understanding of literary piece work for motivating the students' reading and their creative participation in post reading discussion.

During this paper presentation attendees will receive recommendations on how to organize joint reading and post reading activities, what to select for reading. The presenter will also share some other ideas that may be built on joint reading.

### **Using Critical Thinking for Teacher Self-Assessment**

*Gulnara Ergasheva - Tashkent, Uzbekistan*

The presenter will give a brief description of self assessment strategy, including its development, necessity and practical results - the progress teachers all over the world have made using techniques for self-evaluation in their classroom.

The session discusses reflection process and cycle we need to follow to answer "What", "Why" and "How" questions and improve the quality of teaching. It also contains some useful instructions on how to create self-assessment rubrics and implement them into teaching process.

Attendees will be able to read and analyze two example rubrics for teacher self assessment that can be used and developed in both secondary schools and academic lyceums. Questions will be answered in last 10 minutes of the presentation.

### **Teaching Foreign Language Pragmatics**

*Lobar Narzieva - Bukhara, Uzbekistan*

This paper begins with an introduction to pragmatics. The philosopher Charles Morris introduced the concept of pragmatics in 1938. Pragmatics is the study of users' interactions. Speakers can mean more than they say. Pragmatics studies how such utterances affect recipients. Furthermore, pragmatics is the study of contextual meaning. Speakers organize what they want to say according to context. With whom, when, and where the speaker is—all these are contextual factors of significance.

Pragmatics studies natural and spontaneous language within different situational contexts. However in language



classrooms, students do not typically experience natural language patterns. Additionally, it is impossible to cover the various situations which students might experience in real life. This has prompted researchers (Kasper 1997) to ask whether pragmatics is teachable. Fortunately, studies which examine the role of classroom instruction in learning L2 and FL pragmatics support the benefit of instructional intervention. Instructional intervention is particularly important in the foreign language classroom because foreign language learners have reduced exposure to the target language (Kasper & Rose, 2002). Through instruction, students can obtain information about language features, language use, and language functions which are not immediately salient to them. The classroom might be the only comfortable place where students can ask about background information, discuss culture-specific behavior, share experiences, and experiment with new forms. The main role of instruction is to provide interpretation of language use in terms of how, when, and why certain linguistic practices take place (Bardovi-Harlig & Mahan-Taylor, 2003).

Different instructional factors have been discussed in classroom-based research on pragmatics. Among them are teaching approaches and methods, instructional materials, teacher talk, implicit and explicit instruction, learners' level of proficiency, speech production styles and strategies, and context. All these instructional factors are outlined in the main part of this paper.

The conclusion part addresses the importance of teaching pragmatics in foreign language classroom. According to Bachman (1990) language competence includes two major abilities: organizational competence (the formal structure of the language) and pragmatic competence (the functional use of language). Larsen-Freeman's "Grammaring" Model emphasizes the connection between form, meaning/semantics and use/pragmatics. EFL learners in Central Asia can have a good knowledge of target-language grammar and vocabulary but they lack pragmatic knowledge, i.e. how to use language appropriately in various contexts.

### **Giving Clear Instructions to Tasks in a Communicative Way**

*Yayra Abduraimova Rustamovna - Tashkent, Uzbekistan*

Instructions are typically the first step to tasks in EFL classroom. Instructions demand much of the responsibility for setting the tasks accurately and effectively. Unfortunately not all teachers pay enough attention to their instructions; as a result there will be lack of effective product. A workshop is devoted to one of the most important classroom management issues, giving clear instructions to tasks in EFL classroom in a communicative way without using students' native language. As the instructions given by the teacher to tasks and activities in the language classroom are the keys in completing the tasks effectively the presenter speaks about the importance and the advantages of giving instruction clearly. Hear the presenter will underline some problems such as: discipline problem, problem with time management, and too much teacher talk problem that may occur because of unclear instructions. Moreover the solutions to these set of problems will be suggested by the presenter with the help of different activities where the teachers themselves take part in discussions.

Furthermore, the workshop will be focused on applying some strategies that help the teachers to communicate the instructions appropriately. There will be given some specific strategies that help the teacher to solve problems with giving instructions. Besides that, to make the instructions clear, understandable and interesting to learners, teachers can use different creative ways that motivate the students to complete the task effectively. For this reason there will be given some effective and creative techniques to give instructions to tasks. All the mentioned points will be conducted with the help of variety of activities that help the audience to practice the received information in the process. So, there will be discussed three main points such as: the advantages of giving clear instructions, strategies for making the instructions clear, and some certain techniques for communicating the instructions to students.

### **Teaching Inferential Thinking**

*Alevtina Mirakhmedova - Ferghana, Uzbekistan*

There are some activities that help students to become aware of Inferential Thinking and to realize how subjective and inaccurate inferences can be. The ensuing discussion should emphasize how often we make inferences without



realizing and how often these inferences are wrong and only partially correct. The discussion should touch on stereotyping and how it affects the way we communicate with and relate to others.

## **Teaching American History (Suffrage - Women's Rights in the USA)**

*Galina Nam – Angren, Uzbekistan*

English Language is the most popular and most widely spoken language throughout the world. Nowadays the interest of young people in our country in studying English is extremely high. However, along with teaching English, it is also necessary to know the history of the country where it came from. My being in the USA (TEA Program, ACCELS) helped me realize the importance of history in teaching of language. Moreover, the history of a country can become a significant factor to make learners interested in language, spoken in that country. As I know from my own teaching practice, a lot of EFL teachers have no interest in the American history, paying more attention to teaching grammar and vocabulary.

I will consider why it is important to teach the American history and demonstrate some productive methods how to teach one of the most interesting periods in the history of America: suffrage.

I chose this historical period for presentation because of two main reasons. The first important reason is besides widening of outlook and integration of skills practice, the suggested methods (poems, games, writing an argument, and debates) can improve reading, writing, and speaking skills, which is the ultimate goal of today's foreign language classroom. In addition, those methods will help to teach this topic to a class of students with a variety of abilities.

The other reason is the gender gap in the Central Asian countries. A lot of women in different parts of Central Asia are still not fully fledged members of societies. Learners will get benefit if they know why many American women stopped being passive in their society and started to voice their opinions publicly, in reference to politics, religion, and the position of women in a society.

## **Using PBL (Project Based On Learning) and Long-lasting Collaborational Projects in Education**

*Natalya Hamidova – Karshi, Uzbekistan*

I would like to share with my experience using PBL (project based on learning) and long-lasting collaborational projects foreign countries in the classroom. I am going to explain what use does this method bring, how it influences on further learning of English language by the students and how to organize the process of working with PBL in the classroom.

Most teachers do not speak English in our classes where traditional methods tend to predominate and where students' achievements in English are determined by their written exam scores. We live in the age of information technologies, foreign language teachers; especially English language teachers should be always leading implementing new teaching methods and techniques. To reflect the facts I have written above I will make a Power Point presentation with the results and the process of working with the most successful PBL my students and I have completed the last 2 years, the things my students learned. Then I am going to present you a long-lasting collaborational project with a foreign country that my students and I completed this month, what were the results of collaborating with native speakers by the help of Internet resources. The last part will be a list of activities and thing you should do with your partner school in order to plan, complete and evaluate a successful project based on learning.

During the presentation I will focus on explaining what does the PBL give besides improving language skills, that it develops the traits like: tolerance and intercultural understanding, creative thinking and learning through analyzing the facts, work in groups and development of leadership among students.



## **Songs as Magic Motivators for University Students**

***Ivetta Gennadyevna Balayants – Samarkand, Uzbekistan***

The necessity to improve the level of education at high institutional levels is obvious nowadays. I am deeply convinced that creating collaborative atmosphere in the classroom, intellectual and informational approaches in teaching, teaching students to derive generalizations, deductive conclusions as well as developing debating abilities and individual study abilities help to achieve full students' participation and motivate them to study. Moreover, being patient and tolerant, prompt and punctual, open-hearted and friendly, being able to listen and hear makes a teacher a role-model for students. A teacher should also be an example of a good planner and organizer. A lot of EFL teachers consider Lesson Planning to be one of the most essential skills of the competent teacher (a map). Many teachers will find it easier to use a course book. There are advantages and disadvantages of having a course book. Although they do provide a ready made structure for teaching material, it is very unlikely that the material was written for the teachers' particular students. Each class is different and teachers need to be able to adapt material from whatever source so that is suitable for their students. A course book can certainly help planning, but it cannot replace the teacher's own ideas for what he or she wants to achieve in a class. Modern methodologists consider developing of speaking and listening skills to be of the supreme importance. One of the greatest ways to improve these skills and to motivate students is using songs in EFL class. Rather than being stifled, the classroom atmosphere would be so relaxed that learners are not frightened of speaking.

Most teachers have a variety of activities to use with songs. Lyrics can be easily found on the internet and there are many opportunities to exploit language in songs. A great number of pre-, during- and post-listening activities can be used at the lessons: students can write surveys to do with the class to find out the top five favorite bands; students can be actively involved in group-work and pair-work as well as role-plays and debates; students can fill in some missing words in the lyrics. Students themselves can be involved in creating activities to use with their favorite songs. One of the main aims is to give students confidence in expressing themselves orally. The emphasis is therefore, on spoken fluency rather than on spoken accuracy. This should encourage students to be confident and creative in their spoken English. My presentation will show how I used a song to teach a specific lesson. The teachers (other participants) will work as an advanced-level class, going through different tasks (warm-up, reading, during listening and speaking activities) with the focus on developing of listening and speaking skills.

## **Using Short Stories as a Warm-up**

***Zulfiyaxon Rahimova and Botir Jafarov – Namangan, Uzbekistan***

We want to present a workshop which can be used at home reading classes. All we need is short stories. We usually use short stories as a warm-up. The stories are not intended to teach new material to the learners, although they may encounter new words and unfamiliar grammatical structures. The purpose is to stimulate speaking practice, and to provide reading and listening practice. By telling the stories, the students will develop skill at the discourse level, learning to link sentences to the final punch line. Weaving the sentences together in connected speech is an essential skill for successful communication. Short stories may be used in different ways.

Do you want to know about them? Come to our workshop and find out about the interesting warm-up games with short stories! You can find out about the games such as: Chain stories, Tell me your story, Write with prompts, and Who knows the most?

## **Life as a Festival**

***Olima Irgasheva – Samarkand, Uzbekistan***

It is very useful to enable students to learn something about foreign holidays as it creates cultural awareness, relaxing atmosphere, students learn the new words quickly and easily and it is a lot of fun! My poster will display several holidays: some of them are well known and some of them are not. There will also be plenty of riddles, puzzles,



games, which people play on these holidays. (It is difficult sometimes to display a game, so some of them will be in the handouts.) Almost all of these activities will involve practice of some grammar points, which I think will encourage teachers to use them as they will not just have fun but practice some grammar points, causing problems. The poster will also have some features of Advent Calendar, which will draw (I hope) everybody's attention. I think it would be a good idea to use such posters in the classrooms, to keep them on the wall all year round, changing the holidays from time to time, according to the current holiday.

### **The Essential Question 'What Do We Want?'**

*Tatyana Salieva – Samarkand, Uzbekistan*

Has there ever been a profession that was at the same time so underappreciated yet so rewarding, so frustrating and so utterly fulfilling, a profession where tiny steps and minor victories mean so very much to the lives of others? Teaching is more than a job, more than a profession. It is a vocation, a calling to open minds to the wonders and possibilities of the world in which we live. The best teachers know that education is a lifelong journey and that teaching a child to want to learn is more important than any single lesson.

Very often we hear the phrase: 'My child is lucky, s/he has a good teacher.' What makes people think like this? Once I read a parable 'Flowers Are Red' by Harry Chapin. The two teachers the boy met are vivid examples of bad and good teachers. Speaking about the way of teaching in schools today we can see that some teachers still practice reading aloud in turns, translation the whole paragraphs into mother tongue, copying the long lists of words for memorizing out of the context, learning texts and dialogues by heart without any comprehension. While there are teachers whose lessons are student-centered, have a variety of activities and are given in a friendly way. They are communicative and appropriate for students of different learning styles.

If the teachers are motivated, enthusiastic and ready to enjoy themselves, the children will usually take their lead. My work experience is sixteen years. I worked in a secondary school and kindergarten. Now I work in the Language centre. I am also a local teacher trainer. I think I know the difficulties of teachers and students. So I have come to the most essential question 'What do the teachers and the students want?' Once while preparing a presentation for one of our usual monthly UzTEA meetings I came across a story in the Forum magazine. The question which was asked there was 'What do women want most?' After I had read it I came to the conclusion that not only women but everyone including teachers and students want choice most.

### **Ways of Learning Improving Students' Problem Solving Skills**

*Dildora Tashpulatova - Namangan, Uzbekistan*

In a classroom a teacher deals with students having different needs, interests, habits, talents and level of knowledge. That makes him/her think of the choice of the material and other resources. There are some methods which can fit many kinds of learners. However, best results can be achieved by an individual approach. For a teacher it is really hard to manage lessons, make sure that everybody understands the theme or is involved and for this reason make the entire process perfect. Therefore, I have been considering the possibility of student learning the suggested material effectively by solving different educational and academic problems having his teacher as an advisor. In other words students should be taught to be able to solve particular situational problems. They should understand themselves clearly to decide what ways they learn are best for them. This, nevertheless, doesn't mean that a teacher becomes a passive observer, on the contrary, the teacher is challenged to be more active. In my proposal I would like to discuss a number of ways of finding the appropriate techniques that would help students be able to educate themselves, in some degree, independently.



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## **Vocabulary Practice through Games in Teaching English.**

***Manzura Shamsitdinova and Durdona Khodirova– Tashkent, Uzbekistan***

Games are an important part of a teacher's activity. Although they are recreational activities by nature whose main purpose is enjoyment, in language learning process their purpose is to reinforce what has already been taught. In the course of a game, learners are engaged in an enjoyable and challenging activity with a clear goal. Often, students are so involved in playing the games that they do not realize they are practicing language.

In addition to spelling and grammar, games can provide practice in another key language area: vocabulary. Such games facilitate initial practice and periodic revision of vocabulary in enjoyable context, thus making classroom vocabulary study an amusing and satisfying experience for teacher and student alike. Some games are played with the whole class, often with the students divided into two teams, while others can be played in pairs or small groups.

## **Evaluating an American Poetry Project**

***Rima Ambartsumyan – Tashkent, Uzbekistan***

The aim of the workshop is to share experiences and observations teaching English through interactive methods with American poetry. These approaches promote interpersonal relations, intensive learning, active participation, and language development. The presenter describes and demonstrates how poetry helps learners communicate, understand, and learn the values and backgrounds of two peoples. The activities provide opportunities for real communication and chances to use language freely. They can be adapted to different levels of language, knowledge, and ability.

The workshop has two parts. The first concentrates on several poems and various interactive tasks. The presenter demonstrates teaching techniques accommodating various learning styles and encouraging students to become self-motivated learners. Selected poems represent themes related to society and culture. Student writing samples (cinquains, stanzas, limericks, diamante, pyramid) show the techniques of effectiveness. These activities help develop critical thinking abilities, improve creativity, responsibility, independence in sharing their ideas, and problem solving.

The second part shows the results of an American poetry project. It includes students' analysis where the students explore, compare and contrast the lifestyles, values and behaviors of two peoples. Students' journals, compositions, poetry evaluation and "backtalk box" entries, teachers' dialog journals and recommendations are provided.

Poetry allows students to bypass minor grammar points and go straight to meaning. The poetry project and teaching techniques create a warm classroom rapport, powerful force for motivating students developing cultural identity and individual fulfillment. These interactive activities change the students' attitudes towards learning. Students become more interested, motivated, and involved in their learning processes.

The workshop aims to share experiences and observations teaching EFL through interactive methods with American poetry. These interactive approaches promote student self-motivation and develop interpersonal relations, intensive learning, active participation, and language skills.








## The Fifth Annual International Teachers of English Conference “ENGLISH WITHOUT BORDERS”

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### Welcoming Remarks by Her Excellency Tracey Ann Jacobson

It is a great pleasure for me to welcome you to the "English Without Borders" conference. This conference originated as a regional Central Asian conference for English teachers, and has been hosted by all four other Central Asian countries. However, this year we have taken the opportunity to bring the conference to Ashgabat and to expand its reach to South Asia, the Caucasus, and Turkey. We also have included American English language specialists from all countries in the region as well as from the United States. [continue...](#)

### The First International Teachers of English Conference in Turkmenistan

Ashgabat, June 30, 2006 – Today the U.S. Embassy and the Government of Turkmenistan opened the Fifth Annual International Teachers of English Conference (ITEC), "English Without Borders," at the President Hotel in Ashgabat. [continue...](#)

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